

Wise Owl Farm Nursery

68 High Street, Messingham, SCUNTHORPE, South Humberside, DN17 3NT

Inspection date

Previous inspection date

10/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are cared for in a home-from-home environment with a very strong emphasis on learning through outdoor play. As a result, they benefit from lots of fresh air and become confident in exploring and engaging with nature and taking care of living things.
- Children are motivated and keen to learn because staff make the activities they provide interesting and fun. This means children continually develop new skills and make good progress in their development.
- Children have good opportunities to develop and use their independence from a very young age. Consequently, they become confident in their own abilities and develop a can-do attitude.
- Staff give high priority to supporting children's development in communication and language through conversation, singing songs and reciting rhymes. This means children become confident communicators.

It is not yet outstanding because

- Children do not have a wide variety of opportunities to observe numbers and use these in context in their play in the outdoor area.
- There is scope to develop the opportunities for children to strengthen their understanding of the world and their acceptance of differences between people.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the premises and observed children playing in the two ground floor playrooms and the outdoor area.
- The inspector met with the manager and the owner, and spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector undertook a joint observation with the manager of a group of children involved in a singing activity.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Diane Turner

Full Report

Information about the setting

Wise Owl Farm Nursery was registered in 2013 and is on the Early Years Register and the compulsory part of the Childcare Register. It is one of five settings owned by a private provider, and is situated in the village of Messingham on the outskirts of Scunthorpe, South Humberside. The nursery operates from a restored farmhouse, which has been redesigned for the purpose of a nursery. Children are cared for in three rooms over two floors and there is an enclosed area available for outdoor play, which also has an outdoor classroom. There is no lift access to the first floor. A cat, four chickens, four gerbils, two guinea pigs and a rabbit are kept as pets.

The nursery employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one holds level 5. The nursery opens Monday to Friday all year round from 7.30am until 6pm, except for Bank Holidays. This includes out of school care from 7.30am to 9am and from 3.15pm to 6pm during term time, and from 7.30am to 6pm in the school holidays. Children attend for a variety of sessions. There are currently 30 children on roll, of whom 19 are in the early years age group. The nursery is currently in the process of being approved to provide funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- increase the opportunities for children to see and use numerals in the outdoor environment, such as making number lines and labelling available for reference and encouraging children to use them in their play
- enhance the opportunities for children to learn about diversity, for example, by providing resources, such as posters and photographs, that represent diverse backgrounds and which avoid negative stereotypes.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of how children learn and develop. They give children good opportunities to play independently, and skilfully know the right time to support and guide their learning further. This encourages children to concentrate, become deeply involved in the activities, expand their experiences and make good progress in their

development. Consequently, they are well prepared for school when the time comes. For example, staff give high priority to enabling children to learn outdoors, which gives them opportunities to play on a larger scale with few restrictions. Staff provide a range of unusual resources to engage children of all ages in making marks, which successfully lays the foundations for their early writing skills. Staff skilfully give children time to explore the activity on their own and know when to join in to support this further. For example, several children delight in using large brushes and bubble bath to make patterns on the ground, while another shows good imagination and control of his small muscles as he carefully make lines by squeezing paint from a bottle. The child then explains that this is a railway track. As the child squeezes more paint onto the ground, a member of staff asks 'What colours have you used?' She gives the child time to think and he responds with the correct answer. The child then uses a washing up brush to mix the paint together. The member of staff shows surprise and asks 'What colour have you made now?' The child delights in the member of staff's response and replies 'purple'. The member of staff then reinforces his discovery by saying 'Yes, red and blue make purple'.

Staff fully embrace how very young children learn through exploration, and provide a good range of materials of different textures they can explore in different ways to help them make sense of their world. For instance, children become deeply involved in making marks and patterns with their hands in a tray containing shaving foam and making hand and boot prints in flour outdoors. This successfully helps children to make connections in their learning. Staff skilfully encourage older children to use counting for a purpose during everyday routines to support their mathematical development. For example, one child gathers the mats together for the group to sit on during a singing activity. A member of staff then encourages her to count how many children are present and to work out if there are sufficient mats for the number present. Numbers are displayed indoors so children can use them for reference and in their play. However, these opportunities are not fully extended to the outdoor area, which means children are not fully supported in understanding how numbers can be used in context in different environments.

Children's communication and language skills are actively encouraged through conversation and small group activities using props, to engage them in familiar rhymes, so they build up their vocabulary through repetition. For example, staff use a 'sound bag' containing items that relate to different rhymes. They make the activity fun and skilfully build up children's excitement to maintain their interest and attention. This means children are not easily distracted. For instance, a member of staff puts her hand in the bag and says 'What can I feel?' She squeezes the toy inside so it makes a noise and children excitedly respond with 'It's a sheep'. The member of staff quickly pulls the toy from the bag and older children spontaneously sing a song about a sheep with gusto. Younger children make good attempts to join in even though they do not have all of the necessary words, which shows they are willing to have a go. Staff carefully observe and assess children's learning and keep clear records of their progress. Parents are regularly invited to review their child's development record so they know how they are progressing. The planning of activities is displayed and parents can access a song book from the nursery website. This means they know the words to songs children are learning and can promote these at home and play an active part in their child's learning.

The contribution of the early years provision to the well-being of children

Children's transitions into the nursery are managed very well. For example, parents are asked to provide staff with as much information as possible about their child as an individual, and settling-in visits are arranged so they gradually become familiar with their new surroundings. For extra peace of mind, parents are given an individual password so they can watch their child at play on the nursery's secure webcams. The password is changed each month for added security. Photographs of family members are displayed in each room, showing that each child's background is valued, and provides children with reminders from home, all of which is highly effective in enabling children's key persons to develop secure relationships with both them and their parents. Visitors are invited to the nursery to share their skills with the children, such as members of the ambulance service. This provides valuable opportunities for children to engage with adults other than their normal carers, which broadens their experiences and further prepares them for school. Children also have good opportunities to be involved in village events, which gives them a sense of belonging in their community. However, there are not many opportunities for children to observe positive images of diversity in the nursery on an ongoing basis. Consequently, their understanding and acceptance of differences between people in the wider world is not fully enhanced.

Children's behaviour in the nursery and their understanding of personal safety is good because staff give clear messages about what is and is not acceptable. For example, staff sensitively explain to more adventurous toddlers why it is not safe to climb on their chair as they may fall and hurt themselves. This encourages positive relationships and supports children to understand consistent boundaries within the nursery. Staff have high expectations of children and actively encourage them to gain independence in doing things for themselves from an early age. For instance, they all take their outdoor shoes off on arrival and put them on a storage rack. Once older babies are confident in walking, staff help them to carry their lunch plate to the bin and scrape off any leftovers. Older children are confident in doing this for themselves and know where to stack their dirty plate after completing the task. Children are actively involved in caring for the nursery animals. For example, they help to feed and clean out the rabbit and guinea pigs. They delight in watching baby gerbils grow and develop, and collecting eggs from the hens, which are then used to make cakes. These activities give children very good opportunities to engage with nature and assume responsibility. This in turn enables them to develop confidence in their own abilities and make a positive contribution to the nursery, which raises their self-esteem.

Staff pay excellent attention to promoting children's good health. For example, each day begins with a 'wake and shake' session when children join in with different exercises accompanied by music, to energise them for the day ahead. Staff also ensure children have free-flow access to the well-organised outdoor environment in all weathers. They enthusiastically put on their waterproofs and wellingtons so they can go out in the rain. Children delight in the added dimension this brings to their play and learning. For example, they splash in puddles and make patterns on the ground as they ride around on scooters. This enables children to benefit fully from lots of fresh air and develop good control in their coordination as they practise movements and master the use of play

equipment. Staff are vigilant in teaching children the importance of hand washing as part of their daily routines, which further promotes their good health. For example, one child spontaneously washes his hands in the outside sink after picking up an item from the ground to feed to the hens.

The effectiveness of the leadership and management of the early years provision

The nursery is led and managed very effectively, which promotes children's safety, well-being and learning to a good standard. Staff are vigilant in carrying out daily safety checks, and the security of the premises is good. For example, there is a buzzer system with a camera in place on the main gate, which means there is no unauthorised access to the building. The recruitment and vetting of staff is robust, which means their suitability to work with children is thoroughly assessed. All staff are trained in safeguarding and, as a result, they know what to do if they have any concerns about a child's welfare. Good attention is paid to monitoring staff's performance and encouraging them to develop professionally. For example, each member of the team keeps a reflective journal, which is shared with the manager each week. This, along with regular one-to-one meetings, enables staff and the manager to evaluate their strengths and areas for development, in order to identify any further training needs. This in turn improves the outcomes for children's learning.

The owner is committed to providing a high quality service and making continuous improvements. Her vision for the nursery is shared with the manager and staff team and is fully supported by them, which means everyone works to the same beliefs. This ensures a consistent approach and means the staff team work well together to provide good supervision of, and support for, children. The manager has a good understanding of the setting's strengths and areas to develop to move the nursery forward. The views of staff, parents and children are actively sought, which promotes an inclusive approach to the monitoring and evaluation process. For example, children over two years of age are asked if there are any additional resources they would like to support their play. Their requests are then added to a 'wish list' book and shared with management. Their requests are accommodated where possible. The educational programmes and the progress of individual children is monitored successfully. For example, the manager and her deputy carry out weekly checks on children's progress records and the planning, to ensure all children's learning and development needs are being met. The business development manager and owner also conduct monthly and termly audits to ensure these checks are being carried out. Key persons use 'on track' forms for their key children, which enables them to determine if each child is meeting the expected development goals, or if they require additional support or challenge. This means each child is supported effectively in reaching their full potential.

The nursery gives high priority to working in partnership with parents and keeping them well informed about all aspects of the service. For example, they have access to a well-presented and easy-to-navigate website that includes all the policies and procedures for the nursery, forthcoming events, and details about the staff team, including their experience and qualifications. Daily chats and individual diaries also keep parents well

informed about their child's care and learning on an ongoing basis. Parents are unanimous in their praise for the nursery. For example, they say that they find staff 'very approachable' and feel their children are safe and in 'good hands'. They also state that they like the way that their children can interact with the nursery animals and learn about nature. The nursery is developing positive links with the local school, to support children's transition when the time comes for them to move on to the next stage in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY460515
Local authority	North Lincolnshire
Inspection number	911101
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	45
Number of children on roll	30
Name of provider	Wise Owl Private Day Nursery Ltd.
Date of previous inspection	not applicable
Telephone number	01724 852 719

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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