

Wise Owl Day Nursery

22 Midland Road, Royston, Barnsley, South Yorkshire, S71 4QP

Inspection date

30/09/2013

Previous inspection date

13/10/2008

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children's safety is suitably promoted by staff through close supervision and good monitoring of sleeping babies.
- Children enjoy and benefit from the healthy and nutritious meals that the nursery provides.
- Children are happy and settle quickly at the nursery because staff develop respectful and caring relationships with them.
- Parents provide positive feedback about the nursery and confirm that they are very pleased with their children's care and progress.

It is not yet good because

- The quality of teaching in the pre-school room is not always effective when an adult-led activity takes place. Therefore, children are not always challenged and sometimes lose interest.
- Planning is not always targeted and prioritised so that all children are challenged in such a way that they consistently make good progress.
- Monitoring of practice is not rigorous, resulting in some weakness not being identified quickly to ensure children receive robust support in their learning.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the baby room, toddler room, pre-school room, the outside learning environment and children having their lunchtime meal.
- The inspector talked to children and staff, the providers and the manager during the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working in the nursery, the provider's self-evaluation systems and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection and from parent questionnaires.

Inspector
Dawn Lumb

Full Report

Information about the setting

Wise Owl Day Nursery was registered in 1992 and has since opened an additional out of school provision on the same site as the nursery. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in two single story buildings in Royston, Barnsley. The nursery is privately run. The nursery serves the local area and is accessible to all children. It operates from four rooms and there are two enclosed areas available for outdoor play. The nursery employs 13 members of childcare staff. Of these, all hold appropriate early years qualifications at either level 2, 3 or 4. Additional staff are employed for cooking and housekeeping duties.

The nursery is open Monday to Friday, all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 77 children attending, who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop planning further to ensure that all age groups of children receive a challenging and enjoyable experience to support their good progress
- improve the quality of teaching during adult-led activities so that children, particularly in the pre-school age group, continue to be engaged, interested and challenged.

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

- monitor staff practice robustly and encourage them to consistently evaluate the success and effectiveness of the planned activities.

Inspection judgements

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

Children make satisfactory progress in their learning and development. Staff provide an appropriate range of purposeful activities, which supports their learning in all areas. Most children communicate well and older children use language well to explain their needs.

They talk about their imaginative play and share their ideas with confidence. Staff encourage children to learn about letters and sounds and practise writing their names. This helps to support their literacy skills. Staff recognise that close interactions are essential with babies and younger children to help build their confidence and support their emerging language skills. For example, they chatter and encourage young babies to respond, which they do with giggles and inert sounds.

Babies explore their room with confidence to reach the toys they would like to play with. Staff help children acquire the skills to become effective early learners. They recognise that each child is unique and that they learn in different ways and at a different pace. Staff observe children in order to gain a sufficient understanding about their abilities and interests. Activities are a combination of adult-led activities and free play activities. However, planning is not always effectively targeted and prioritised to ensure that children make consistently good progress. In addition, on occasions, the quality of teaching for pre-school children does not ensure that children remain engaged and challenged during the adult-led activities. For example, when children use construction bricks they quickly lose interest because staff are frequently distracted and do not provide other items for children to link with the bricks to make the activity more challenging. Each child has their own 'Learning Journey' record, which includes staff observations and a range of photographs showing children's enjoyment during activities. Progress reports are shared with parents and these give parents an overview of their child's development. Staff have developed ways to encourage parents to share more information about what their child has been learning at home or through outings. For example, children take home a teddy bear and then describe to staff and other children what activities the bear has been involved in. Children with special educational needs and/or disabilities are appropriately supported by staff who have some relevant training. External agencies are liaised with to ensure that children receive appropriate support to assist with their learning and development.

Children benefit from the suitably equipped outdoor environment. Children show enthusiasm and excitement during outdoor play and staff encourage them to take part in physical activities. For example, children show delight when they climb the ladder and use the slide. They learn about nature through indoor and outdoor activities. They especially enjoy collecting the sycamore keys that have fallen from the tree, staff show them how to spin them; they have great fun when they succeed. Children show confidence when riding, bikes and ride-on toys. They use their imagination while playing and they make up their own story lines.

Children are confident when working in small groups and enjoy singing songs, such as 'The wheels on the bus'. Staff use routine activities to teach early number. For example, children count the plates for snack. Children take part in a range of creative play, including printing, painting and cutting and sticking activities. They are developing useful skills for when they begin the next stage in their learning, which helps them to become ready for school.

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

All children and their families are welcome in the nursery. Staff make sure children settle well and they liaise closely with parents during the settling-in visits. Time is taken to ensure information is gathered with regard to each child's individual needs and care routines, staff ensure these needs continue to be met when the child starts nursery. Transition arrangements are given good consideration when children move rooms within the nursery and are developing when they leave the nursery to go onto other settings or school. The key person system works sufficiently well in helping children to form attachments and develop confidence while at the nursery. For example, staff give babies and young children reassuring cuddles and smiles when they get upset or are tired. This helps children feel secure and develop a sense of belonging.

Children's individual dietary needs are met effectively. The nursery has a designated cook that provides children with nutritious, well-balanced meals, which are cooked on the premises each day, using fresh produce. Children in the pre-school are encouraged to develop independence skills during mealtime, for example, by helping themselves to food using large spoons and tongs. Children behave well in the nursery. They learn about being kind, helpful and sharing and listening to each other. Good manners are reinforced with children, particularly during snack and mealtimes, as children say 'please and thank you'. Staff act as positive role models and praise children, further promoting their good behaviour. Sticker systems help to promote confidence and child participation. For example, children receive them for their efforts in a sharing and singing activity.

Children's safety is given suitable consideration. For example, sleep arrangements for children are appropriately managed and children are monitored very closely during sleep times to ensure their safety and comfort. Hygiene is well promoted, particularly in the baby room, as all who enter are required to remove their outdoor foot ware to protect children from cross-contamination.

Children are competent in managing their own personal needs and even younger children learn about washing their hands before eating. Partnership with parents works well to support children's ongoing care needs. Information is exchanged each day and this ensures parents are informed about their child's daily routines and well-being. Children benefit from their time spent outdoors and this promotes their health and well-being. Children learn how to walk safely from school and on outings, through road safety topics. They learn the importance of fire drills because of regular fire drill practice.

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

The provider, manager and staff team have a satisfactory understanding of the safeguarding and welfare requirements and the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. At the time of the inspection the incorrect registration certificate was on display in the nursery. This was due to a pending new certificate not having yet been received from Ofsted and has no impact upon children's care and well-being. This has been swiftly rectified. The manager works with staff in the nursery and the Early Years Professional to help the nursery to move forward through, for example, the use of team meetings. Arrangements for safeguarding

children in the provision and through work with outside agencies are satisfactory. Safeguarding procedures are in place and staff have been on safeguarding training. Staff have annual appraisals and monthly supervision meetings at which staff training needs are discussed. Recent training has included, 'loving learning', which looks closely at the development of two-year-olds and the structure of their playroom.

A range of policies and procedures, including a complaints policy, are in place and shared with parents. Appropriate procedures for vetting and assessing the suitability of practitioners are in place. Practitioners give good attention to daily checks and safety requirements. Risk assessments are completed and safety checks ensure an overall safe environment is provided. Managers ensure the child-to-staff ratios are met at all times. However, the monitoring of the quality of teaching is not strong. Weaknesses in, for example, the delivery of the adult-led activities in the pre-school had not been identified so that these can be prioritised in order for children to make consistently good progress.

Effective partnerships with parents, carers and all partners involved in children's care help promote inclusive practice. In addition, an established key person system supports a consistent approach to children's welfare and learning. Successful links are established with other providers, such as the local schools, to ensure a smooth transition between settings. Parents are invited to discuss their child's progress. Staff operate an 'open door policy' and encourage parents to share their views or any concerns they may have about the nursery. Parents speak positively about the nursery and how good they are at keeping them informed about their child's development. They say staff are 'friendly and caring'. The provider has a suitable understanding about their role to ensure the continual improvement of the nursery through self-evaluation and staff work with the local authority in developing quality improvement plans.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY222291
Local authority	Barnsley
Inspection number	869823
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	77
Name of provider	Wise Owl Day Nursery Partnership
Date of previous inspection	13/10/2008
Telephone number	01226 700600

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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