

Park Families Barn Owls Nursery

Barncroft Primary School, Park Lane, Bedhampton, HAVANT, Hampshire, PO9 3HN

Inspection date	15/10/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The high level of organisation across the management team competently and successfully supports staff in understanding and meeting the regulations.
- Staff provide a wide range of opportunities for children to make choices and decisions during their play and during daily routines. This rapidly increases children's practical skills and helps them to gain independence.
- All practitioners have high expectations for all children and this is the result of a focused learning environment which spontaneously uses child-led initiatives to promote children's progress.
- Staff include positive daily routines which encourage children's understanding of behaviour expectations and this soundly promotes their listening and concentration skills.

It is not yet outstanding because

- Parents and carers are not regularly encouraged to contribute information about children's achievements at home to their progress records, to support planning for children's ongoing 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector arrived and showed identification documents.
- The inspector explained the inspection process and agreed to carry out a joint observation.
- The inspector gained evidence through observing staff and children, through discussion and through viewing a range of documentation.
- The inspector provided feedback and gave the inspection judgements.

Inspector

Christine Clint

Full Report

Information about the setting

Park Families Barn Owls Nursery is one of five settings managed by Park Families Ltd. It is an established setting which registered under the new management in 2013. It operates from a purpose built area in Barncroft Primary School in the Bedhampton area of Hampshire. The nursery is open each weekday from 8.50am to 3.10pm, during school term times. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register and provides care and learning for children from the age of three years. The nursery receives funding for the provision of free early education for three- and four-year-olds. Children come from a wide catchment area and are able to attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities as well as children who speak English as an additional language. The nursery employs three qualified staff and the manager has Early Years Practitioner status. There are currently 33 children on roll in the early years age group.

What the setting needs to do to improve further

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

- encourage parents and carers further to share information about children's progress at home and use this information to support children's ongoing learning.

Inspection judgements

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

Staff have good levels of understanding about children's learning and they have high expectations for all children. Staff successfully plan a focused learning environment and provide a wide range of opportunities for children to make choices and decisions during their play and during daily routines. Staff appropriately encourage children to take the lead. For example, when children want to make a boat using lolly sticks, staff encourage children to think how they can join the sticks together. Staff assist by holding the sticks and supporting children in using the tape dispenser. Children are keen to follow staff suggestions to take the boat to the water to see if it floats and they show delight with the result. These follow-on activities fully develop children's ability to think creatively and to focus and this rapidly increases children's practical skills.

Staff use the resources well to support children to be independent learners in all seven areas of learning of the Early Years Foundation Stage. For example, children develop skills in mathematics as they go to the low sink and spontaneously fill the water containers that

staff provide, to take water outside. They line up the tap and the container accurately, fully understanding how much water to add to enable them to lift the large container. Children manage capably and control their movements.

Children learn literacy skills as they draw freely and make marks on paper and white boards; they understand that written text carries meaning because they are keen to read stories and often sit alone to look at books. Staff willingly read to individual children and their interest in books and stories is fully encouraged as they learn to choose their own books from the visiting library van. Staff encourage children at group times to recognise what the story is about from the picture. Children respond well and carry out the actions to songs, using their fingers to learn to count. Staff regularly use sign language, especially at small group times and this effectively supports the understanding of all children, including children who are learning English as an additional language and children who find language and communication difficult.

Staff develop children's social skills, their independence and understanding of responsibility. For example, children eagerly follow the routines of the day for snacks, lunch time, group time and tidying-up. Children respond eagerly to all these routines which prepare them well for moving on to school. Children are eager to create imaginary play situations and often join each other in the role play area. They use the kitchen utensils to make pretend milk shakes and staff use this opportunity to encourage children's speech and language by naming the different fruits they add.

All staff have key person responsibilities and they make detailed assessments for each child's learning record from the start. This enables staff to build their knowledge about individual children and plan effectively for their next steps in development. However, parents and carers are not fully encouraged to see children's records of development regularly, to enable them to contribute any achievements from home and support children's ongoing learning.

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

Staff build strong relationships with children and their families; this clearly supports children to settle quickly and increases their trust and sense of belonging. Staff are often able to maintain continuity with families by linking them with the same key person which increases the stability of relationships. There are high ratios of staff to children throughout daily sessions and this fully supports children's emotional development and encourages them to build relationships. Behaviour is good because staff include positive daily routines which clearly promote children's understanding of how to behave. The small group time activities and snack time routines focus on children's listening and concentration skills. Children show interest in these routine times and respond well to staff.

The nursery has a stimulating and well-resourced environment for indoor and outdoor play and there are many resources that reflect the wide cultural differences across the community. This continuous play provision clearly supports children's all-round development and increases their growing awareness of the world around them.

Children show a good understanding of safety. For example, in role play children talk about the oven and know how to turn the knobs. They know that ovens are hot and can cause fires and they inform each other of this during their play. Children take part in fire drills and learn safe routines as they practise road safety and learn how to use public transport when they go on outings. Staff remind them about sharp knives when they prepare fruit at snack time and children readily answer that they cannot touch sharp knives when staff ask them. Younger children learn how to manage scissors carefully and how to carry them safely if they move between activities.

Staff prepare children well for their future learning and development. Children learn about healthy foods because they are encouraged to have fruit at snack time and they drink water frequently throughout the day. They have regular opportunities for exercise during outdoor play, riding wheeled toys and shovelling rice and pasta to fill vehicles. Children show increasing levels of strength and independence when they lift containers of water and carry these outside. Staff monitor this and enable children to succeed in their task by opening doors and reassuring them. Children can choose to play in the school's outdoor area throughout the year where they develop skills of running and jumping to increase their physical capabilities.

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

The management team has a very clear and focused attitude towards their responsibility for promoting children's learning and development. There is strong leadership and staff are well-qualified which fully supports children's learning through play. There is a high level of organisation which competently and effectively supports staff in meeting children's individual needs. The nursery follows well-established systems for regular reviews of the provision and of children's progress. This efficient system enables the manager and staff to quickly recognise any gaps in children's achievement levels, or in the wider provision itself, and helps them to plan effectively for future learning of all children.

Recruitment and induction procedures are rigorous. Staff are vetted to help ensure they are suitable to work with children. Staff all attend safeguarding children training and they give priority to child protection. They demonstrate a good awareness of the robust safeguarding policies and procedures that are in place to protect children from harm and they know how to recognise any signs and symptoms of concern.

There are robust and well-documented induction and performance management systems in place for all staff. Staff receive effective supervision and the manager has regular meetings with staff to monitor their performance and support their professional development.

The manager has completed a thorough self-evaluation of the nursery and has taken into account the views of staff, children and parents. The evaluation shows the changes that the nursery has introduced since registering the provision and demonstrates that the

management has a clear focus on driving improvement to benefit the children attending.

Parents are welcomed into the nursery and there are opportunities for daily verbal exchanges of information about children's progress. There are also planned meetings during the year between staff and parents.

Staff have strong experience of working with other agencies to support and promote children's individual learning and care needs. The nursery has strong links with the primary school on the same site and the adjacent outdoor play areas offer opportunities for children to see siblings or reception children frequently. This promotes their familiarity with the building and the staff and raises children's confidence levels before they move on to school.

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	EY462063
Local authority	Hampshire
Inspection number	911876
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	24
Number of children on roll	33
Name of provider	Park Families Ltd
Date of previous inspection	not applicable
Telephone number	02392424980

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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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