

Little Owls

PARK COMMUNITY CENTRE, Avenue Vivian, Scunthorpe, DN15 8LG

Inspection date

Previous inspection date

21/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The robust observations, planning and assessments are used effectively to help practitioners provide an excellent range of challenging, age- and stage-appropriate activities for the children, to support their rapid learning and development.
- Children show superb cooperative skills when playing together, as a result of a wealth of resources that inspire their interests and imaginative play, enabling them to become deeply involved and motivated in their learning and consolidate what they can do.
- Practitioners are extremely skilled in using a wide range of different learning techniques to promote children's development. They have high expectations of children, extend their curiosity efficiently through play, and lead enthusiastic discussions.
- Partnerships with parents are supported effectively because key persons actively encourage parents to contribute to their children's learning and development through innovative methods, to ensure children settle and their individual needs are fully met.
- Children who speak English as an additional language are supported through the significantly enhanced and exceptionally well-organised environment that provides for their home language in their play, to increase their confidence and self-esteem.
- Meticulous self-evaluation and exemplary practice are in place which consistently identify and review all areas of provision to continuously improve quality.

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 observed activities in the nursery room and physical play in the larger room. She also observed the snack time and lunch arrangements.
- The inspector looked at children's folders, containing observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector completed a joint observation with the manager. She also had discussions with the key persons.
- The inspector sampled a range of documentation, including staff suitability checks and training certificates, self-assessment information and development plans. She also reviewed the accident and organisation procedures.
- The inspector held meetings with the proprietors.
- The inspector took into account the views of parents and children spoken to on the day.

Inspector

Caroline Stott

Full Report

Information about the setting

Little Owls re-registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It was registered in different premises for a number of years and then moved to its current premises located in Park Community Centre, Scunthorpe, North Lincolnshire. The nursery serves the local area and is accessible to all children. Children are cared for in two main areas of the community centre, and there are plans for an enclosed area for outdoor play.

The nursery employs 15 members of childcare staff. Of these, one holds Early Years Professional Status, two hold foundation degrees, 11 hold appropriate early years qualifications at level 3, and one holds level 2. The nursery opens Monday to Friday all year round, except for Bank Holidays and the week between Christmas and New Year. Sessions are from 8am until 6pm, and children aged from two to eight years can attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language. The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- continue to extend the excellent knowledge and superior level of understanding of how children learn and develop.

Inspection judgements

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

The practitioners' teaching is rooted in an excellent knowledge and superior level of understanding of how children learn. They provide a first-class variety of age-appropriate, challenging activities and purposeful experiences for the children in their care. Stimulating adult-led activities are organised to meet children's next steps in their learning and to strengthen children's current interest. Practitioners have high expectations of children and highly motivate them through play and enthusiastic discussions. As a result, children's curiosity is aroused further and they become deeply involved and eager to join in with their learning. For example, during sorting activities children count items and group them by colour and specific objects. Children hold up fingers to match the quantity they have counted, and extend their learning by hiding items behind their back. This demonstrates their early understanding of addition and subtraction, and mathematical concepts.

Consequently, children are supported extremely well to develop the skills needed in order to progress and to be ready for the next stages in their learning. Practitioners monitor and track children's progress through effective observations linked to the areas of learning and next steps in their development. Planning and comprehensive assessments are efficient in order to meet different children's individual interest and needs. This ensures all children's learning and development needs are quickly identified and acted upon. As a result, children make rapid progress from their starting points.

Children's communication skills are highly motivated through animated conversations throughout the nursery, which promotes tremendous dialogue. The environment is rich in language, with displays that exhibit children's work and photos of them in their learning. Children who speak English as an additional language are effectively supported and their home language is highly valued by the nursery team. Different strategies are used to support children's communication. For example, picture prompts and 'time lines' are in place to support the children's understanding of the nursery routine and simple words. This significantly enhances the nursery environment in order to fully support children in their play and promote their understanding of the English language. Practitioners skilfully extend children's language and thinking by modelling language and posing questions. For example, 'why has the spider gone into a ball?' when they find a spider and put it into a tub. The children excitedly talk about the spider being scared and the practitioner extends this to what children do when they are scared and how they feel. They discuss how many legs and eyes a spider has and why. 'So they can see everywhere' a child says as she answers a spider has eight eyes. This teaching strategy promotes children's memory and recall, and extends their language skills. Consequently, children become extremely confident and self-assured, and gain a lot of independence in their learning.

Children are actively encouraged to recognise their name at registration and discuss the weather and day of the week. Children answer questions energetically and give meaning and understanding to their thoughts. This means children express themselves effectively and are able to make inspired answers, showing an awareness of their learning. Children engage in familiar songs and are encouraged to join in with repeated actions and refrains, displaying their recognition of well-known rhymes. Children use the heuristic tent and areas extremely well; they investigate and gather resources to use within their play freely. For example, children are fascinated to cover articles with material and become deeply involved with exploring the different textiles. Other children load baskets to extend their play further. This demonstrates that children are curious to discover more in the environment. They use equipment effectively and show good control and coordination as they negotiate their way around the nursery.

The nursery places a strong emphasis on working in partnership with parents. Parents are encouraged to have pre-visits to the nursery with their children. Key persons support parents effectively through various innovative methods, such as completing settling-in reviews and sitting down with parents to conduct the progress check at age two together. The digital photo frame and various noticeboards in the entrance hall provide a wealth of information. Parents view their children's development and learning folders, and also video footage to demonstrate children's progress and settling. They are encouraged to contribute to children's learning and development, and add comments and ideas to assist their child's learning. For example, parents complete 'things I have been doing at home'

sheets. Therefore, parents are actively involved with their children's learning and development, and are kept very well informed of their children's progress.

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

Practitioners give the highest priority to children's safety. For example, when children climb up the hexagon frame, practitioners encourage them to think about how to keep themselves safe by discussing how they must hold on as they get their balance and why they take turns and the appropriate use of equipment. Practitioners meticulously follow established accident protocols, complete detailed accident records and ensure parents are fully informed of the accident and given a copy of this record. Consequently, children are encouraged and supported extremely well to understand how to manage risks and challenges, and their physical development is extremely well supported. Established care plans and lists are used in all areas for individual children with recognised needs to maintain their well-being and ensure their individual care needs are fully met.

The well-established key person system enables children and parents to form very secure relationships. Parents complete various information sheets, to share what they know about their child in order to support the highly innovative initial assessments of their children's learning and development. This enables key persons to get to know their key children and their families very well. Children's behaviour is very good because practitioners give clear messages to children about acceptable behaviour and manners. For example, practitioners give time warning and count backwards when activities are finishing. This gives children the facility to complete activities successfully. Children are encouraged to manage their own hygiene and personal needs relevantly, and all children are encouraged to wash their hands before food and after toileting. Snack time and lunch time provide important opportunities for children to develop an understanding of social skills and healthy practices. Therefore, their individual needs are fully met and this helps children to settle.

Children are extremely confident, self-assured and very eager to learn. They invite practitioners into their play, which builds children's confidence and self-esteem as key persons provide positive praise and encouragement. Children show superb cooperative skills when playing together, as they enter happily and engage in their play immediately. The vibrantly organised and stimulating environment inspires children to become highly motivated in their play. Each section has designated areas of learning, which stimulates children to become active learners. For example, a group of children eagerly embrace role play in the home area. They select their choice of resource, re-enact observed life play and dress up to fully encompass the scenario. They freely move around the environment, discussing what they are doing and negotiating roles, extending their play further. This means early friendships are built and positive relationships are encouraged, and children show a strong sense of belonging.

The nursery places the utmost priority on supporting children's transitions from home into the nursery. For example, key persons ensure they discuss children's daily learning and text parents informing them of their child's settling and play. The nursery invites local schools to visit and requests visits to the schools, to support children in readiness for their eventual transition. Consequently, practitioners benefit children's progress through the

transitional period and provide the utmost support to prepare them for their next stage in their learning and development.

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

Safeguarding is outstanding because the safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood by the management team and all the staff. Practitioners all complete safeguarding training and are well informed about child protection procedures and who to contact should they have a concern. They also update their training to meet children's needs, such as completing first aid training. Comprehensive policies and procedures are in place and effectively implemented to ensure children's welfare and safety at all times. For example, policies are discussed at staff meetings. Recruitment procedures are robust, which ensures that practitioners working with children are suitable to do so. The nursery is well organised and practitioners are efficiently deployed to maintain security and engage and motivate children in their play and learning. Parents are kept well informed about safeguarding procedures through regular newsletters, the website and the parents' notice boards. This means that children are well protected in the nursery.

The nursery's practitioners have an exemplary understanding of the learning and development requirements of the Early Years Foundation Stage. The robust assessments of children's progress through termly progress summaries, the progress check at age two and tracking grids/scales, monitor children's achievements and abilities. The comprehensive planning and assessment are regularly monitored and evaluated by the early years professional. This ensures key persons have a secure understanding of children's strengths and any areas where their progress is less than expected. Consequently, all children's abilities and achievements are recognised throughout the nursery to support their rapid learning and development.

The nursery has completed a thorough self-evaluation of all practices, which takes into account the views of children, parents and practitioners. The management team consistently analyse and self-challenge to clearly identify strengths and weaknesses. For example, the meticulous development and self-evaluation action plans provide an ongoing programme of development which ensures continuous improvement. Currently, plans for the outdoor area have been approved and the nursery is consulting with parents about providing hot meals. Practitioners are fully committed to improving their practice through completing even higher qualifications in childcare. They all have continuous professional development plans and hold lead roles. They enrol on projects, such as the 'maths champion', to enhance their own knowledge further. Practitioners are passionate about the nursery and providing even further opportunities to advance children's learning. For example, they video activities and review children's learning as well as their own practice. This enables them to reflect on their performance critically and extend children's development through using skilled learning techniques.

The nursery has an extremely good relationship with parents, who speak very highly of the setting and the practitioners. The nursery translates newsletters into other languages

to ensure all parents receive the same information and understanding of procedures. Practitioners have an excellent understanding of the importance of partnership working, which ensures that children's individual needs are exceptionally well met. The nursery shares their observations of children's learning and interests with other settings that children attend, which significantly enhances the consistency of care and education between settings.

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	EY467571
Local authority	North Lincolnshire
Inspection number	936481
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	67
Name of provider	Sharon-Anne Holtby & Kaye Clapson Partnership
Date of previous inspection	not applicable
Telephone number	01724281050

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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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