

# Wise Owls Nursery

North Warwickshire & Hinckley College, Hinckley Road, NUNEATON, Warwickshire, CV11 6BH

<b>Inspection date</b>	17/10/2013
Previous inspection date	04/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Staff ensure that children make good progress, as they plan exciting activities informed by their observations and assessments.
- Children are safe because staff have a good understanding of safeguarding procedures and the manager ensures that they implement this on a daily basis.
- Children are very happy and settled in the homely, caring environment of the nursery. Behaviour is very good and children are polite and caring towards each other.
- The new manager has made vast improvements so that monitoring and self-evaluation are very effective in improving staff practice and children's learning opportunities.
- There are strong partnerships with parents, other professionals and early years providers. This means that all children's needs are met and parents are very involved in children's learning.

### It is not yet outstanding because

- There is further scope to focus more sharply on children's individual learning styles to enhance their already exciting learning experiences even further.

## 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 three playrooms and the outdoor play area, including a joint observation with the manager of the nursery.
- The inspector held meetings with the manager, the deputy and the provider of the nursery.  
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the nursery and a range of other documentation.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

## Inspector

Catherine Sharkey

## Full Report

### Information about the setting

Wise Owls Nursery was registered in 2006 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a purpose-built nursery on the site of North Warwickshire and Hinckley College, Nuneaton, and is managed by the college. The nursery serves the college staff, students and the local community and is accessible to all children. It opens on Monday to Friday from 8am to 6pm for 51 weeks a year, with the exception of bank holidays. There is an enclosed area available for outdoor play.

The nursery employs 15 members of childcare staff. Of these, all hold appropriate early years qualifications from levels 2 to 7. The manager holds Early Years Professional status. Children attend for a variety of sessions. There are currently 38 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children for whom English is an additional language. It receives support from the local authority.

### What the setting needs to do to improve further

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

- enhance children's learning through a sharper focus on their individual learning styles to plan even more stimulating activities and ensure the already very good practice is sustained and constantly improved on.

## 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 play and learn. They work together to plan activities informed by their detailed and regular observations of children. This means that they build on children's learning from clear starting points and engage children by basing the activities on their interests. Pre-school children are involved in decision making about how they organise their room and where they want the toys and resources. This gives them ownership of each area and motivates them to be enthusiastic in their learning. Staff assess children on a regular basis so that they identify and address any gaps in learning. There is scope for this to be more precise so that staff focus even more sharply on the next steps in children's learning. Children and staff reflect together on what children have learnt as they record this to share with parents each day. This means that staff are continually evaluating their practice and how individual children learn. There is even further scope to enhance children's learning through a sharper focus on their

individual learning styles in order to plan even more exciting and stimulating activities.

There is a strong partnership with parents and carers and staff encourage them to share information about children's achievements at home. They are advised on how to support children at home and they work with staff so that children make good progress. Parents are asked to bring in items to support learning, such as things beginning with the sound of the week for the pre-school children. They are asked to sing nursery songs at home with younger children and are very well informed about children's activities and progress.

The new manager has made many improvements in the organisation of children's rooms. Staff have put a great deal of thought into this in order to focus children's play and encourage them to use each area and a wide range of good quality resources effectively. They observe how children use each area and adapt the rooms, as a result. The rooms are cosy and homely and children easily access all the resources which are stored or displayed at low levels. Pre-school children work very well together and are creative in making marks, creating collages and playing percussion instruments. They know that writing has meaning as they pretend to take the register, using a pen and paper on a clipboard. Children develop their technological skills well through their use of the computer to enhance their learning in mathematical concepts. Children are well prepared for school, as they become used to routines and independent learning.

Toddlers enjoy their outdoor play as they build with large plastic bricks and gain confidence as they use the slide and climbing frame. They are imaginative in their use of rollers and different sized brushes as they paint on a large board on the wall or explore the texture of the paint in a tray. All children develop their physical skills well on the climbing, balancing and soft play equipment. Babies explore a wide range of textures in their cosy room, such as wicker balls, sponges or feathers. Staff encourage them to move around the room as they hold onto the low furniture and use it to pull themselves up as they learn to walk. Older babies pretend to cook and clean in the cosy home corner and laugh and babble together as they sing action songs. Babies really enjoy a trip over to the college field to collect fallen leaves to use in printing. Staff draw their attention to the colours, feel and shapes and show them how to let the leaves cascade from their hands to float to the ground. Staff question children skilfully and challenge them in their thinking, such as when pre-school children are asked how they can make the sand 'slippy' and how much water should they add so it does not get too wet. Children for whom English is an additional language are supported well, as staff work with parents to obtain basic words and they use these alongside the English words so children learn quickly.

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

Children are very happy and settled at the nursery, as staff work closely with parents to obtain and share information about children's routines and needs. New children who are unsettled are comforted by caring staff and distracted with toys. A child settles quickly as the other babies and staff sing a calming hello song, which names each child and makes them feel valued. Babies sleep easily in cosy, floor level cots while staff supervise them carefully, as they can be seen over the low partition. Children are very confident and have very good relationships with each other and staff. They are kind and thoughtful towards

each other. An older baby is concerned and strokes a crying baby next to him as they wait for their lunch. Pre-school children help each other to build towers with bricks and are very polite and well behaved. Children form close bonds with their key person and all staff are now permanently established in the nursery, with very experienced staff as room leaders. This provides children with continuity so that they feel secure and staff know them well and meet their needs.

Children learn to be independent, as staff encourage babies to wipe their hands and put their own bibs on with help. Older children help themselves to cutlery and food at snack and mealtimes and wait patiently for their turn. Children choose when to have their snack and staff record who has it so no child is left out. Snacks and meals are healthy and staff practice very good food hygiene so that children's health is well protected. They have fresh air and exercise each day in the outdoor area and all around the college grounds. They manage risks safely on their outings and on the climbing equipment.

Staff ensure that children are secure when they move to a new room or to school. Staff share information about children so that their needs continue to be met. Staff invite teachers from local schools to visit children so that they get to know them. Pre-school children take part in discussions and activities to prepare them for school and parents are involved in their moves so that children are ready for the change and feel secure.

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

The new manager has been in post only a short time, but has made many improvements to all aspects of the provision in that time. She works closely with the deputy to observe and monitor staff performance and she carries out regular supervisions. Staff discuss and evaluate their teaching and planning and focused targets are set and training is booked, as a result. Peer observations and evaluations are a valuable contribution to the process so that staff work very well as a team to identify and address areas for improvement. The management team are keen to develop these processes even further so that staff's already very good practice is maintained and improved on. All staff, parents and children contribute to the ongoing action plan which is developed through a clear focus on each aspect of the provision to identify areas for improvement. The manager and staff are highly motivated and strive for continuous improvement in children's learning and development. These processes are overseen by the college management and the local early years team.

Children are very safe at the nursery as the well-deployed staff are vigilant in their supervision of children and the correct ratios of staff to children are maintained at all times. The management team ensures that staff understand and implement the detailed safeguarding policies and procedures and that they know how to report any concerns. They ensure that meticulous records are kept and detailed risk assessments are carried out in order to protect children. The premises are very secure and robust checks ensure that all staff are suitable to work with children.

There are strong links with other professionals and local early years providers, including

children's centres and colleges. This means that all children and staff are supported very effectively. Close links with other settings mean that staff share ideas and best practice and engage in mutual support. Staff forge links with other settings that children attend so that their needs are met and there is continuity in their learning.

### **The Childcare Register**

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

The requirements for the voluntary 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

<b>Unique reference number</b>	EY245408
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	937988
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	51
<b>Number of children on roll</b>	38
<b>Name of provider</b>	North Warwickshire & Hinckley College
<b>Date of previous inspection</b>	04/02/2011
<b>Telephone number</b>	02476 243232

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

