

# Night Owlers

10 Craig Croft, Chelmunds Cross, Solihull, B37 7TR

<b>Inspection date</b>	08/01/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Children's needs are not met because the provider has failed to meet the legal requirements of the Early Years Foundation Stage. Leadership fails to identify areas in need of improvement for the benefit of children who attend.
- Children's welfare is not fully promoted because the provider has not ensured that staff working directly with children have completed appropriate suitability checks. In addition, a named person for safeguarding has not been identified.
- Children's safety and good health is not assured because the provider has not ensured that staff attend the required first aid training and accidents are not always recorded. Areas where children are at greater risk have not been effectively assessed.
- Activities do not take into account children's needs to ensure good progress. A member of staff responsible for behaviour management has not been identified. Also, behaviour management strategies and supervision of children fail to meet children's needs.
- Line management does not monitor staff knowledge and performance. This does not ensure that they provide experiences that successfully engage children. As a result, the quality of teaching is weak.
- Partnerships with parents are not developed to promote consistency for children through the sharing of key information when children start at the setting.

### It has the following strengths

- Staff are friendly and approachable and the environment is inviting for children.

## 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 toured all areas used by children and observed children during the inspection.
- The inspector carried out a joint observation of an activity with the provider.
- The inspector took account of the views of the parents and carers.
- The inspector took account of children's records and the provision's policies and procedures.
- The inspector checked evidence of suitability and qualifications of the staff working with the children.
- The inspector spoke with the provider and manager of the setting.

## Inspector

Julia Galloway

## **Full report**

### **Information about the setting**

Night Owlers was registered again at new premises in November 2013, having previously been registered at another premises, on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is committee run and operates from a room within Bishop Wilson Primary School in Chelmsley Wood, Solihull. The setting has close links with the school and other services on the site. It offers full day care and a before and after school club during school term times. The setting operates from 7.30am until 6pm. Children are able to attend a variety of sessions.

The setting employs eight members of staff, some of whom are part-time. Both the manager for the nursery and out of school club have appropriate level 3 qualifications. The setting receives support from the local authority.

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

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

- ensure all adults working with children are subject to rigorous recruitment procedures, which includes obtaining references that confirm suitability to work with children
- ensure that a named suitable person is responsible for safeguarding and that all staff can identify this person and fully understand this role in protecting children from harm
- ensure that a suitably qualified first aider is onsite at all times
- record all accidents that occur and ensure that parents are aware if their child has received an injury during their time at the setting, this should include how first aid has been administered
- ensure that robust risk assessments are carried out to identify hazards within the environment, including areas, such as the children's toilets that require close monitoring and or high levels of adult supervision to minimise risks to children
- improve the consistency of information shared with parents and carers, including children's prior skills, likes and dislikes and what children have been doing at the setting to support each child's individual learning and development
- identify a trained member of staff to be responsible for behaviour management. Effectively implement strategies that give clear guidance to children to help them learn about what is acceptable behaviour, supporting their understanding of routines and boundaries
- improve the delivery of the educational programmes by implementing a systematic approach to observation, assessment and planning to ensure all areas of learning are covered in sufficient depth and breadth to meet all children's needs
- ensure that all staff are confident in their knowledge of the Early Years Foundation Stage, so that they can effectively support children's learning and development through planned purposeful play
- implement a system of line management and supervision of staff to ensure that all persons working with children and families are effectively supported.

## Inspection judgements

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

The environment is inviting for children and all staff are friendly and approachable. However, the provider has not ensured that the requirements of the Statutory framework for the Early Years Foundation Stage are met. As a result, even though a range of activities are provided, effective teaching does not consistently take place. Staff do not have in-depth knowledge and understanding of how children learn and they are not skilled at using observations of children to plan effective individual next steps for learning. There is limited planning of activities and this does not adequately cover all seven areas of learning. Information gathered by staff about children is not used to support teaching and develop experiences for children that meet individual needs. Activities do not engage all children by providing interesting and challenging experiences. For example, art and craft activities are laid out for children but without evidence of any planning by staff to make the activity interesting or challenging. As a result, children lose interest and learning opportunities are missed. Staff do not ask children about what they are painting or attempt to extend learning by asking questions. Some staff play with children during periods of the day but adult and child interactions tend to focus on giving children instructions about what they can or cannot do. Staff do not focus enough on how they are teaching children and little focus is placed on teaching them new skills. This limits children's progress in their learning and development.

The key person system has not been fully developed to ensure that important information about children's learning and development is shared with parents or carers. This includes ensuring that staff are aware of children's individual needs when they start. Therefore, staff are unable to effectively support all children when they begin attending the setting. Children with special educational needs and/or disabilities do not always get the support that they need because information gathered from parents is poor. Assessment documents are used to record some children's developmental progress during their time at the setting. However, there is little evidence to support how these assessments are used to plan an appropriate educational programme for children. Likewise, during children's time settling into the setting, activities are not well planned to support their initial needs. Although, these children are provided with free play experiences, little consideration is given to children who have been attending for several months who require more focused activities. Observations of children are carried out by staff but these are not always used to identify children's individual next steps in learning. Those that are identified are not effectively used to inform future activities to promote children's learning and development.

The environment has been divided to create some specific areas for children to play in and a variety of toys and equipment are provided. However, planning for children's learning and development is ineffective. This is because staff lack an understanding of their roles and receive too little support in using the planning documents that they are provided with. As a result, the activities that are provided are not developed or enhanced to meet children's individual learning and development needs. The setting provides wraparound care for children who attend the nursery in the school where the setting is based. A system to record and share some information between the setting and school has been

developed. However, information about what children have been doing in the setting is not routinely recorded to ensure that this information is passed on consistently. Some daily routines have been established, such as snack time, lunch time and story time that begins to prepare children for the next stage in their learning. However, at times, children are not always effectively supported to understand what is expected of them.

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

Children's safety and good health is not fully guaranteed because staff have not attended the required first aid training. This is a breach of requirements and children are put at risk in the event of an accident. Staff do not always complete accident or incident forms to provide parents or carers with information regarding their child and any matters that affect their welfare. Parents and carers are not always informed of what has happened during the session, so they are not able to discuss incidents with their children to reassure them or to seek clarification from staff. Partnerships with parents have not been developed effectively to promote consistency for children between home and the setting. Although, risk assessments are carried out to minimise risks, not all areas within the setting are considered. For example, the provider identifies that children using the toilets may be unsupervised by staff but has not completed a risk assessment to ensure that staff monitor this area. Consequently, when an accident or incident occurs in this area, staff are not able to help children quickly and are unaware of what occurred because they were not a witness of the event.

Most children play well together and they enjoy dressing-up as superheroes and show a preference for the role play area. Staff support children in this area by sitting amongst them and facilitating their games by encouraging creative thinking. Children show awareness of routines and some children help to tidy the toys away at tidy up time. They are reminded to take turns and share toys, which supports them to play together. Children are reminded to wash their hands before they have a snack, when they are given fruit and pancakes. Children's independence skills are not always promoted because they are not involved in any preparation of their snack because it is handed to them prepared on a plate. They have the opportunity to regularly play outdoors. This ensures that all children have fresh air daily and the opportunity to take regular physical exercise, which supports them to lead a healthy lifestyle. Children who attend the after school club enjoy spending time with older children and their siblings who attend. Staff in the after school club ensure that all children consider each other's needs and as a result, they play well together.

The important role the key person plays in supporting children's emotional well-being is not fully understood by some staff. As a result, when children are upset, their key person does not always recognise that they need attention. This does not support emotional well-being or foster secure attachments between children and their key person. Staff are not always quick to intervene to provide appropriate support to children who are finding it difficult to understand what acceptable behaviour is. A named person responsible for behaviour management who can advise and support staff has not been identified to ensure that children get the support that they need. As a result, staff are not consistent in their approach to children who have challenging behaviour and children's needs are not met.

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

The provider and manager do not have adequate knowledge of the Early Years Foundation Stage. As a result, there are a number of breaches in legal requirements that impact on children's experiences at the setting. These link specifically to the safeguarding and welfare requirements of the Early Years Foundation Stage, in addition to a number of requirements of the Childcare Register. Likewise, some of the learning and development requirements are also not met. Children are not effectively safeguarded because the provider has not checked the suitability of all staff by obtaining references prior to them working with children. A named person responsible for safeguarding has not been identified and staff are not clear about who they report a concern to within the setting.

Children's safety and good health is not guaranteed because the provider has not ensured that staff have attended the required training to administer first aid. In addition, accidents and incidents involving children are not always recorded. Managers and staff fail to recognise the importance of keeping such records and do not take a proactive approach to ensuring parents receive appropriate information when accidents and incidents occur. As a result, they do not benefit from important information that may affect their child's well-being. Likewise, staff do not keep a record of any injuries that children may arrive at the setting with. This highlights weaknesses in arrangements for safeguarding children and partnership working with parents. Some risk assessments have been carried out by the provider but not in all areas where they have identified hazards. As a result, some risks have not been identified and supervision of children is not always effective in keeping children safe. This is with particular regard to children's use of the toilet facilities.

The provider and managers' understanding of their responsibilities to meet the learning and development requirements, including monitoring the planning and delivery of the educational programme is poor. As a result, activities provided for children do not have enough depth and breadth to ensure that all children make progress across all seven areas of learning and development. The provider does not monitor children's development to ensure that all children are making good progress. There is little consideration for individual learning styles or children's individual needs, which fails to promote their development. Planning of educational activities and experiences for children is poor. Current systems demonstrate that those working with children do not have a clear understanding of the learning and development requirements. Consequently, teaching is weak because learning objectives are not identified and this impacts on children's learning. All staff hold appropriate childcare qualifications but line management systems do not monitor staff knowledge and performance. This is because the provider does not carry out observations of staff working with children or arrange regular appraisals. As a result, opportunities to reflect on practice are few and do not ensure staff receive support or opportunities to improve their professional development.

The setting is well placed to develop partnership work between the school and outside agencies that are based on the same site. Staff from the setting also work within the school, which supports children during times of transition between different settings.

Despite staff being able to share some important information promptly with others onsite, this is not always effective. This is due to some important information not being recorded in relation to children's needs. In addition, the quality of information shared is not always accurate or consistent. Parents, carers and children's views are taken into account through the use of questionnaires, which they complete to provide their feedback. However, the setting does not currently use the information gained or other effective methods of self-evaluation to identify areas for improvement. Action plans have been devised but these have not ensured that the setting is meeting all requirements and areas in need of improvement have been overlooked. The weaknesses identified at inspection demonstrate that children's well-being, safety and development is given too little consideration by the provider and management. This impacts on their capacity to improve the setting for the benefit of children who attend.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that any person caring for or in regular contact with children is suitable to work with children (compulsory part of the Childcare Register)
- ensure that risk assessments are undertaken immediately, where the need for assessment rises (compulsory part of the Childcare Register)
- ensure that an appropriate first aid qualification is maintained (compulsory part of the Childcare Register)
- record all accidents, which occur on the premises where childcare is provided (compulsory part of the Childcare Register)
- ensure that any person caring for or in regular contact with children is suitable to work with children (voluntary part of the Childcare Register)
- ensure that risk assessments are undertaken immediately, where the need for assessment rises (voluntary part of the Childcare Register)
- ensure that an appropriate first aid qualification is maintained (voluntary part of the Childcare Register)
- record all accidents, which occur on the premises where childcare is provided (voluntary part of the Childcare Register).



## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY466440
<b>Local authority</b>	Solihull
<b>Inspection number</b>	945634
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	57
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Night Owlers Childcare Committee
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07971 929565

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

