

Funky Owls Nursery

46 Thirsk Road, MITCHAM, Surrey, CR4 2BD

Inspection date

Previous inspection date

20/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Leadership and management is strong with a clear understanding of where nursery is going.
- Children develop good communication skills and are confident talking to staff and each other.
- Children whose home language is not English are supported well to make good progress
- Staff lead by example ensuring children have a good understanding of appropriate behaviour.

It is not yet outstanding because

- The garden does not always provide a stimulating environment ready for children to explore and learn
- Staff do not always explore ways to display children's creative work around the room to fully promote children's sense of achievement and pride.

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

- Inspector spoke with parents to gather their views.
- Inspector and manager undertook a joint observation.
- Inspector observed activities both indoors and outdoors.
- Inspector sampled children's records to track their progress.

Inspector

Tracey Murphy

Full report

Information about the setting

Funky Owls nursery registered in 2013. It operates in a hall next to St Barnabas Church, in Mitcham in the London Borough of Merton. Funky Owls is open 7.30am to 6.30pm. It is open all year round except for between Christmas and New Year and for a further five days over the year for staff training. Funky Owls is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 15 children on roll and all of these are in the early years age range. The nursery receives aged three and four. Funky Owls Nursery offers Zumba, Yoga, football and additional language sessions to the children. Funky Owls also offers courses for parents. Children have access to a large hall which is split into different sections depending on the children's ages and abilities with a separate sleep room. Funky Owls supports children with English as an additional language. They also have access to a garden. Funky Owls has five members of staff. Three staff hold a level 3 qualification in childcare. Funky Owls is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- review the organisation of the outdoor environment to ensure children can explore and learn as soon as they go out
- strengthen ways of celebrating children's creative achievement within the nursery.

Inspection judgements

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

Children are making good progress in their learning and development. Children settle into their day quickly due to the secure attachments they quickly form with staff. Children enjoy playing in a well-resourced and inviting environment. However staff do not always explore ways to display children's work around the hall. Therefore staff do not always make the most of the environment to fully foster in children a sense of pride in their work. Staff use children's interests to plan engaging activities. For example they build and paint a 'space station' and learn about size when talking about the different planets. The quality of teaching is generally good although at times some staff step in too quickly to help children. For example by pre-mixing paints together to make pink rather than getting children to experiment with colour mixing themselves. Staff act as positive role models for language and behaviour. As a result children are supported well in their development of communication and language skills, their physical skills and personal, social and emotional

development. , as staff role model language and behaviour. This helps develop the skills children need to support their future learning.

Staff complete observations and assessments on children to identify children's achievements and areas to focus on developing further. Staff use children's identified next steps in learning and their personal interests when planning to ensure they are all making good progress. Staff share information with parents about children's interests and learning offering suggestions on ways they can continue their children's learning and progress at home. For example, they share how they have been looking at planets and suggest planets continue looking at size and colour of planets at home. Staff remind children about safety and how they should use equipment in a way that keeps themselves and others safe. For example they remind children how to use scissors safely and receive encouragement to tidy equipment after use, and before going out to the garden, to avoid trip hazards. When children persevere at challenges, such as snipping paper, they are praised and are then keen to tell other carer of their achievements. This not only promotes their physical skills but also their self-esteem. During settling in at the nursery the key person also helps children to gain confidence.

The nursery has a strong partnership with parents, parents complete 'All about me' form to contribute to their child's starting points. The nursery has effective engagement with parents where English is not their home language. For example, the staff board displays staff photographs, names, flags to indicate languages spoken and pictures to demonstrate their role. Children with English as an additional language are making good progress. They benefit from staff speaking to them in their home language and English. This helps increase children's vocabulary and means that children are now using many English words at nursery as words in their home language to communicate. Parents speak highly about the nursery, manager and staff team and this positive relationship promotes continuity of care for children.

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

The key person system is effective. Staff work well with parents to settle their children into nursery. Staff offer parents varying amount of 'play sessions' for their children to attend as part of the settling-in process. This ensures that attending the nursery is seen as a positive experience for children. Each area is well-resourced and labelled encouraging children's independence. Children start their day together and this allows them to enjoy time with their siblings. Staff are good role models, consistent in their approach about what is acceptable behaviour. Children generally show a sense of pride in their achievements as staff show interest in what children are doing. However staff could enhance this further by considering more ways to displays children's creative work around the setting.

Children enjoy a healthy snack and healthy meals, all staff are aware of dietary needs. Meal and snack time is a social occasion; staff join children at the table and encourage children to make healthy choices. Children develop good hygiene practises as staff explain why they need to wash their hands before eating or when they have been to the toilet.

Resources are plentiful, activities are arranged to enable children to choose what they want to do and this develops their independence skills. However the garden at times the garden is not always set up before children go out and so they have to wait around for resources to be put out. Staff have a calm and consistent approach to behaviour management and therefore staff intervention to manage behaviour is minimal. Children rest when needed in separate sleep area and all have individual mattresses and blankets. Staff have a good knowledge of the nursery's policies and procedures particularly those relating to safeguarding and the use of mobile phones.

The indoor environment is stimulating and well-resourced, however the garden is not welcoming for the children to explore and learn when they first go out. Children are supported in their development as staff demonstrates positive interactions during both focus activities and free play. Children's independence skills develop as staff engage and support their learning, for example staff demonstrates to child how to hold scissors and once child makes a snip in the paper she is praised.

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

Leadership and management of the nursery is good. The provider and staff have a clear vision on how they want to develop the setting. The staff team are enthusiastic and this imparts onto the children and parents. There is a robust recruitment and induction process, including background checks on all staff, to ensure their suitability to work with children. Staff undertake a six month probation period and during this time management support and monitor staff to review their daily practice and promote their professional development. The nursery gives high priority to on-going training and there is a training plan in place to increase staffs' knowledge and to ensure their required training, such as first aid certificates and safeguarding training, remains current. In addition staff undertake regular safeguarding training quizzes to ensure they understand their responsibilities well. Consequently all staff demonstrate a good awareness of what they would do if they had a concern about a child.

The nursery is supported by the Local authority and has access to training and advice from them. The educational programme is effective and the manager monitors this to ensure children's continual progress. The self-evaluation systems are effective at identifying the nursery's strengths and areas to develop further and they put into action improvements to be made from these. For example, a new planning format has been implemented and this is thorough in the information it records as well as being a helpful aid to parents. Management encourages parents and staff to input their ideas and views into the self-evaluation process to ensure that it includes a variety of information.

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	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

Unique reference number	EY463090
Local authority	Merton
Inspection number	927179
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	70
Number of children on roll	15
Name of provider	Funky Owls Nursery Ltd
Date of previous inspection	not applicable
Telephone number	07934253075

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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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