

Little Owls Nursery School

Methodist Church Hall, 108 Lakeside Road, LONDON, W14 0DY

Inspection date

Previous inspection date

22/01/2014

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

- Management is very reflective on nursery practice, which results in continuous improvement of the nursery.
- Staff keep comprehensive records of children's progress, which they use well to meet the needs of children and to help them good progress in their learning.
- The nursery is well organised and attractively furnished, which helps to support children's well-being.
- Children are happy and secure because they have warm relationships with staff.

It is not yet outstanding because

- Opportunities for children to learn about and use technology are not as well established as in other areas of learning.
- Although routines are appropriate, staff miss opportunities to help children with special educational needs and/or disabilities understand the sequence of daily events.

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 carried out a joint observation of an adult-led group activity with the manager.
- The inspector tracked the progress of several children.
- The inspector sampled a range of documentation.
- The inspector spoke to parents, staff and children, and took their views into consideration.
- The inspector held a discussion with management.

Inspector

Jennifer Beckles

Full report

Information about the setting

Little Owls Nursery School opened in 2013. The nursery is privately owned. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery operates from a church hall in the London Borough of Hammersmith and Fulham. It is open between 9.15am and 12.30pm on weekdays, during term time only. Children can also attend for an afternoon session between 12.30pm and 3.15pm. The nursery runs a Forest School, which will restart in the Summer term. The nursery supports children with special educational needs and/or disabilities and those who are learning to speak English as an additional language. The nursery receives funding for early education places for children aged three and four. There are 37 children in the early years range on roll. The nursery employs six staff, including the manager, five of whom hold appropriate early years qualifications. This includes one staff member who holds Early Years Professional Status, and another who is a qualified teacher. One staff member is unqualified and working towards an early years qualification.

What the setting needs to do to improve further

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

- develop further ways for children to learn about and use technology
- develop ways to support children with special educational needs and/or disabilities in understanding daily nursery events, for example through use of a visual timetable.

Inspection judgements

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

Children engage well with a wide variety of appropriately challenging activities that cover the required areas of learning well. This is because staff make plans based on children's skills and interests. As a result, children make good progress. There is a strong focus on nature in the programme of activities, which effectively supports children's understanding of the world. Children enjoy freely selecting resources to create their own play, which is balanced by structured adult-led activities. Children's learning is enriched by specialist teachers who teach Spanish, music and physical education.

Children and staff take part in many worthwhile activities. For example, staff follow children's lead as they decide to create a den. They extend children's thinking skills by asking them to consider the type of material they would need to use as a roof. Children work out that the material needs to be waterproof 'to stop us getting wet'. Staff take

children to a gardening club where they plant and grow seeds, and learn where food comes from. They develop children's early literacy skills by encouraging them to recognise their names on cards when they arrive at the nursery. Staff encourage children to learn to write their names on their artwork and this supports their early writing skills. Children use good control as they use hole punchers, glue sticks and scissors to create collage work using different types of paper. Children explore the texture of paint and observe the effects of hand prints using paint on paper. Staff extend their learning by asking children to put numbers next to each finger and this helps to secure children's counting skills. Although children operate a compact disc player to play nursery songs, opportunities to engage with and understand technology are not as well developed as they are in other areas of learning. Staff teach children about the world around them as they handle and discuss pine cones. They ask children to use their senses to describe the scent of the cone; children say, 'it smells like rosemary' and they describe the texture as 'like birds' beaks'. Children learn about letters and the sounds they make through daily fun sessions following a structured programme. These activities help children to develop skills for later use in school.

Children enjoy a range of activities that promote their physical development. Staff take children to the nearby gardens where they enjoy negotiating assault courses, climbing on frames and moving in different ways. Children use the small nursery garden daily, where they ride on wheeled toys and learn to negotiate space. The garden is used well for other areas of learning. For instance, damp sand and number moulds encourage children to recognise numbers and understand the properties of sand. Children practise their drawing skills using chalk and easels. Staff help children to develop coordination skills as they learn to throw and catch balls. Children's physical skills are further developed during regular indoor physical development sessions run by a specialist teacher.

Children with special educational needs and/or disabilities make good progress. This is because staff work closely with community health professionals to devise activities to meet their individual needs. Staff speak several European languages and learn key words in other home languages of children learning to speak English as an additional language. This helps children to communicate and to feel settled.

Staff maintain good records of children's development. They carry out regular observations of children and gather evidence of their skills. These are evaluated and used well to inform children's next steps for learning. Staff carry out progress checks for children aged between two and three years, and written summaries are provided for parents. Staff keep parents informed of their children's progress in a range of effective ways. They maintain daily communication books, which travel between nursery and home with news of children's care and learning activities. Staff arrange morning appointments with the parents termly, where children's progress is discussed and assessment records are reviewed. Parents have good opportunities to be involved in children's learning because they volunteer to accompany staff and children to the regular gardening club.

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

Children are settled and content in this well-organised nursery. Staff provide activities that children enjoy because they find out about their interests when they first start at the nursery. This helps children to settle well. Children have warm, happy interactions with staff and this supports their well-being. Staff provide routines that are suitable and help children to feel secure; however, some children with special educational needs are unclear about the sequence of events in the daily routine.

The nursery is bright, attractive and overall, well-resourced. Staff place good emphasis on teaching children to be safe. For instance, they model how to hold and handle scissors, and remind children about safety through pictures on display. Children tuck in their chairs when they move away from tables, which helps to prevent accidents. Children have good personal hygiene habits and independently wash their hands at suitable times. Staff change nappies in clean, hygienic and comfortable areas.

Staff teach children healthy habits by ensuring they have daily fresh air and physical exercise to keep strong. They provide healthy fruit and vegetable snacks, and talk to the children about the benefits of eating well. Special dietary needs are catered for. Children are encouraged to be independent, for example by serving and feeding themselves, and pouring their own drinks.

Children behave in positive ways because staff use praise well to motivate them. Staff agree ground rules for behaviour with children and reinforce this during group sessions. This supports children's good behaviour. Staff are fair and transparent with children, giving clear explanations about why some behaviour is not acceptable. They help children to understand and value difference by talking with them and celebrating special cultural or religious events. For instance, children make diva lamps to celebrate Diwali.

Children are supported effectively by staff when they move groups at the nursery. Staff enable children to spend time in new group rooms so that they get used to different environments and routines. Links have been made with local schools to support children who move to school. For example, invitations have been sent to local teachers to visit the nursery, to get to know children before they start school.

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

Management has good awareness of the requirements of the Framework for the Early Years Foundation Stage. Policies and procedures are in place to keep children safe and staff implement these effectively. For instance, staff carry out regular risk assessments covering all aspects of the nursery and perform regular fire drills. Staff are checked thoroughly for their suitability and this helps to protect children further. Staff have received safeguarding training and know procedures to follow if they are concerned about a child.

Management monitors staff performance effectively. Staff are regularly supervised and this helps to identify areas requiring support so that appropriate guidance can be given.

Management has arrangements in place for the first set of appraisals of staff performance. Staff keep their skills up to date by attending a range of courses. For instance, staff have attended a course on behaviour management and this has led to their use of a wider range of effective strategies.

Management monitors the nursery well. The manager works directly with children and this enables her to observe staff practice. This provides good insight into the quality of staff practice. Planning and children's assessment records are checked regularly by management to ensure that good standards are maintained. Staff are aware of children who need support because they have a tracking system in place. Staff seek to close gaps in learning through appropriate intervention.

Staff have good partnerships with a variety of people involved in children's lives. For example, staff work closely with community health professionals to support children with special educational needs and/or disabilities. They have good links with the local authority, who provides advice and support on early years matters. Staff work well with parents. They keep them informed of their children's progress and provide good opportunities for parents to be involved in their learning.

Management continually strives for improvement of the nursery. The whole staff team regularly evaluates all aspects of the nursery and considers the views of parents and children. From this, management sets relevant goals for improvement. For instance, management plans to enhance the outdoor area by providing a sheltered area and an even wider range of resources chosen by children to promote their physical development. The nursery operates successfully and has good capacity to maintain this in future.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY458477
Local authority	Hammersmith & Fulham
Inspection number	912022
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	50
Number of children on roll	37
Name of provider	Little Owls Nursery School Ltd
Date of previous inspection	not applicable
Telephone number	020 3266 0044

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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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