

# Little Owls Day Nursery

20 School Lane, DEREHAM, Norfolk, NR19 1LR

<b>Inspection date</b>	21/03/2014
Previous inspection date	14/10/2008

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

- Children are happy and settled in the friendly and relaxed atmosphere of the nursery. They form warm and caring relationships with their key person, who gets to know them well. This enables them to plan exciting and stimulating learning opportunities based on children's interests, their observations and the information they receive from parents.
- Observation and assessment arrangements are robust and staff plan activities which inspire and motivate children to learn. As a result, children make excellent progress in relation to their starting points.
- Children are exceptionally well protected because the nursery implements comprehensive safeguarding procedures. Robust recruitment procedures, staff induction and supervision processes are in place, ensuring all staff are suitable, work very effectively as a team and are deeply committed to constantly providing high quality care and education for all children attending.
- Excellent partnerships with parents are established. The daily verbal exchange of information and communication books and regular newsletters enable them to be fully involved with their children's care, learning and development.
- The leadership and management of the nursery is exceptional. They demonstrate an exemplary knowledge and understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. All aspects of practice are closely monitored to ensure continuous improvements are made, leading to outstanding practice that is worthy of dissemination to other settings.

## 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 indoor and outdoor learning environments.
  - The inspector carried out a joint observation with the manager.
  - The inspector held discussions with the management, staff and children.
  - The inspector viewed a sample of the children's development records.
- The inspector saw evidence of suitability and qualifications of the staff, self-evaluation, safeguarding policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents spoken to on the day and from responses to questionnaires supplied by the nursery.

## Inspector

Jacqui Oliver

## Full report

### Information about the setting

Little Owls Day Nursery is privately owned and registered in 2003. It opened in the current premises in 2008 and operates from a converted, single-storey building in Toftwood, Norfolk. Children come from a wide catchment area that covers the local community and surrounding area. The nursery is accessible to all children and there is an enclosed area available for outdoor play. The nursery is open each weekday from 7.30am until 6pm for 51 weeks of the year. Children attend for a variety of sessions. There is also before and after school care provided from 7.30am until 9am and 3pm until 6pm. There are currently 150 children attending who are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English is an additional language. The nursery employs 20 members of childcare staff. Of these, two staff hold early years degrees and all other staff hold appropriate early years qualifications at level 3 or above. The nursery receives support from the local authority and is registered on the Early Years Register and the compulsory and voluntary part 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:

- build on the natural resources available, so children can further explore and discover different textures and colours to enhance the already outstanding experiences they enjoy.

### Inspection judgements

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

The staff at Little Owls Day Nursery work exceptionally well together to provide an outstanding learning environment for the children. Staff demonstrate an excellent knowledge of how children learn through play and recognise the uniqueness of each child. Children are highly motivated to explore and learn in this vibrant setting where they are able to choose freely from an exciting range of activities and resources that cover all seven areas of learning. The nursery is a hive of activity, with every child engrossed in their learning, demonstrating a great sense of belonging to their nursery. Staff have high expectations of all children and they assess what children know, understand and can do, as well as take account of their interests and characteristics of effective learning. They skilfully use this information to plan children's next steps in learning and monitor their progress. As a result, children make rapid progress in their learning and development. Ongoing observations, photographs and examples of children's work, build up a delightful learning journey of children's time at the nursery. They also demonstrate the excellent progress children are making in all areas of learning, including those with special

educational needs and/or disabilities and children who speak English as an additional language. Parents are actively involved in their children's learning and development. They contribute to the initial assessments of children's starting points on entry and they are kept very well informed about their progress. Staff involve parents in their child's progress check at age two and this has been very effective in highlighting any gaps in the children's learning and development. When staff identify that children need additional support, they work with parents and other professionals to make sure each child's individual needs are swiftly met.

The nursery is colourful, visually stimulating and inviting and offers children extensive opportunities to make choices about activities and resources. Staff plan an excellent balance of child-initiated and adult-led activities, which provide children with plenty of challenge and encourages their natural curiosity to learn. Staff allow sufficient time for children to create their own play and explore their ideas. Resources are displayed extremely attractively and at low level so children can access them independently and make choices, which leads to a highly conducive learning environment. Although there is scope to enrich the range of natural resources to enhance children's exploration and investigation skills even further. Staff encourage children's learning through open-ended activities that stimulate them, encourage their curiosity and allow them to explore independently. For example, children discover the natural properties of soil as they explore how it feels as they fill and empty the plant pots. They enjoy planting seeds, such as peas, sunflowers and cress and discuss how they grow into plants. They learn to care for them by watering them and enjoy watching the changes in nature, such as the petals of the daffodils opening and closing. The exciting outdoor environment ensures that the children can explore a wide range of learning opportunities. For example, they make marks with a selection of materials; they participate in imaginary play, look for different insects and have fun digging in mud and sand. Children's learning is enhanced by a range of visitors to the nursery, including a soldier, the police, fire and road safety officers and a dentist. They join in with activities to celebrate special events, such as Chinese New Year, Saint David's Day, Mothering Sunday and Easter. They enjoy visits in the local area where they observe pond life and look out for insects and birds. This helps them to develop a sense of their local community and the people who help them.

Staff place a high priority on developing children's language and communication skills. They enthusiastically support children's language development through introducing vocabulary during play activities and everyday routines. Children are enthralled as a member of staff reads a story about the adventures of a bear going to the moon, which stimulates their curiosity and sparks their imagination. Staff actively involve children in the story telling, helping to promote their enthusiasm and love of books. There is an excellent range of books for the children to choose from with cosy book areas both indoors and outside. The books are displayed at children's level enabling them to select their favourites independently. Staff in the baby room sing songs and rhymes with babies and mimic familiar words, encouraging early speech. They use sign language and gestures extremely effectively to help the younger children to communicate. Staff support children's awareness of mathematics well as babies play with relevant toys, such as shape sorters and building bricks. Older children weigh out ingredients during cooking sessions as they make biscuits for their nursery open day. Children confidently use technology in their play and independently use the computer with increasing skill. The nursery environment is rich

in print which helps to develop their early literacy skills. Staff skilfully support children in learning their letter sounds to build up words and there are many opportunities for children to practise their drawing and early writing skills. They learn about sitting quietly and taking directions, such as circle and story time. As a result, children are extremely well prepared for their next stage in learning.

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

The caring, family atmosphere of the nursery enables children to feel exceptionally secure and happy. They form close bonds with their key person and there are excellent relationships between all staff and children. Children are immersed in their play, learning while having fun. They feel safe and secure within a warm and welcoming environment. Children are sociable, confident and are keen to share their ideas with staff and visitors. Staff prepare children extremely well for starting nursery by encouraging parents to leave them for short periods before they start. This helps young babies to get to know the staff who will be caring for them. The key persons get to know the children and the families well and they actively gather detailed information, which is used to help children settle well in the nursery. Parents are encouraged to contribute photographs of the family so children can look at or talk about the people who are important to them to offer reassurance and a link to home. The staff are extremely caring and clearly demonstrate their passion and enthusiasm for providing high quality, enjoyable care. Babies' emotional development is continually promoted as they receive individual attention and enjoy cuddles and comfort in familiar and attractive surroundings. Consequently, their emotional needs are extremely well met. Staff are excellent role models and are calm and polite when they speak to the children. As a result, children learn to play together well, treat others with respect and their behaviour is exceptionally good. Staff work exceptionally well together across all rooms which ensures that the younger children are extensively supported in making smooth transitions to the next stage of their learning.

Children have daily opportunities to play outside in the fresh air. Babies and toddlers have ample space to crawl and move around and develop their skills on the climbing frame and riding on wheeled toys. The extremely well-organised nursery routines mean that children develop their independence and an excellent understanding of healthy lifestyles. They enjoy pouring their own drinks, preparing their snacks and serving their own food at mealtimes. Meal times are a valued social occasion where the children sit in small groups and engage in conversations with their friends and staff. Staff encourage children to develop an understanding of healthy eating by offering a selection of healthy and nutritious foods at snack time. They freely access drinking water for themselves throughout the day to ensure they do not become thirsty. Children grow and tend vegetables, such as peas and potatoes in the nursery garden to learn about healthy eating. The children are provided with a nutritious meal at lunch time and menus are available so parents are aware of what their children eat. Staff complete daily diaries for the younger children so that parents are kept informed of their child's day. Daily routines within the nursery enable children to begin to develop their personal independence, learning to dress themselves and use the toilet independently. Children wash their hands before eating and after playing in the garden and they are gently reminded to 'use soap to wash away the germs'. Babies and toddlers sleep or rest according to their needs and staff

stay close by to help them to settle and help ensure their safety.

Children are supported to keep themselves safe through everyday routines and activities. For example, they learn about road safety from the road safety officer and when they go for walks to the local school or pond. The regular fire evacuation drills enable children to learn how to protect themselves in the event of an emergency. Topics are planned which increase children's awareness of people who help us. All staff hold paediatric first aid qualifications, which means any accidents occurring can be treated effectively to ensure the well-being of children. Staff meticulously record accidents and administration of medication and parents are kept well informed. Staff are enthusiastic and caring as they support children to take well supervised risks. They encourage children to behave considerately towards others and help them to understand the importance of taking turns as they wait patiently for their turn on the climbing frame. Staff also support children in using equipment safely, such as scissors in their craft activities. They learn how to use knives carefully when they independently cut up their apple and pear at snack time, which further promotes their awareness of safety. Children's safety, health and well-being are extremely well promoted through the implementation of clear and consistent policies and practices. Robust risk assessment procedures are completed daily to ensure the nursery is safe and children are protected from any potential dangers.

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

The management and staff team work extremely well together. They are passionate in their approach and absolutely committed to providing children with a safe environment that has an abundance of rich opportunities that promote their learning and development. Leadership and management are inspirational, which results in a highly motivated, dedicated and knowledgeable staff team. Staff have an excellent understanding of how to meet the safeguarding and welfare requirements and of their roles and responsibilities to safeguard and protect children. Comprehensive safeguarding policies and procedures are in operation and these include a clear procedure regarding the use of cameras and mobile phones in the nursery. All visitors are required to show identification and sign in and out of the visitor's book to ensure there is an accurate record of everyone visiting the nursery. Children play and learn in an exceptionally safe environment as staff rigorously risk assess the environment indoors and outdoors. There are extremely robust recruitment and vetting procedures in place to ensure that all adults caring for the children are suitably qualified and vetted. Staff deployment is highly effective and the close, supportive relationships between staff members further enhance children's safety and well-being. These extensive procedures help to fully safeguard children's welfare and their well-being. Documentation is maintained to a very high standard and all records required for the safe and efficient management of the setting are in place.

The nursery staff are passionate and dedicated to providing high quality care and learning for all children attending. The rigorous monitoring of all aspects of the nursery enables them to clearly target and continue to strengthen practice. The management team have implemented excellent systems to provide high quality supervision, training and guidance to support all staff. Staff are very well qualified and all external training is cascaded back

to the team, who quickly put what they have learnt into practice to enhance children's learning. Staff are encouraged to gain further professional qualifications, which has a positive impact on the children's learning and development. The managers meticulously monitor staff performance and the quality of teaching. These observations work well in celebrating the excellent practice in the nursery, as well as identifying areas for development. As a result, staff take great pride in their work and are enthusiastic and motivated to provide high quality care, learning and development opportunities for all the children. There is excellent teamwork between all staff as they evaluate the provision regularly and identify sharply focused areas for improvement. There is a strong commitment to improve the nursery provision and a detailed self-evaluation form has been completed. It uses the views of parents and children to reflect on the learning and development opportunities provided. This helps the management team to plan effectively to move the nursery forward and improve the quality of the provision. They are constantly looking for ways to further enhance the learning opportunities, such as providing further natural resources in the new play room, which is opening soon.

Parents are warmly welcomed into the nursery by the very friendly and approachable staff. They are actively involved in their child's learning as their views, comments and ideas are sought through a variety of ways. A very detailed induction pack, parents' information boards, questionnaires, the website and regular newsletters enable parents to be familiar with all aspects of nursery. Parents know they can come into the nursery at any time and discuss their children's progress and view their learning journeys. They are displayed in all the play rooms and parents can take their child's book home to look at any time. Parents spoken to at the inspection value these and are enthusiastic about adding their contributions, such as photographs from home. Daily conversations between parents and staff enable a flow of information that is highly beneficial to each child's progress and promotes continuity of care and learning. All feedback from parents is extremely positive and they comment that they are very happy with the care and learning opportunities provided for their children. Staff also develop very good links with the local primary schools, which help older children and their parents prepare for, and make successful moves into school. Overall the partnership working is excellent with parents, other providers of the Early Years Foundation Stage and with other agencies. This means that children's needs are effectively supported and helps them to make excellent progress.

### **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

<b>Unique reference number</b>	EY365260
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	857746
<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>	59
<b>Number of children on roll</b>	150
<b>Name of provider</b>	Little Owls Day Nursery Partnership
<b>Date of previous inspection</b>	14/10/2008
<b>Telephone number</b>	01362 699700

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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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