

Night Owlers

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

Inspection date	03/06/2014
Previous inspection date	08/01/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- A strong management team is in place that supports staff development and progress. Safeguarding arrangements are highly successful due to effective policies and a well managed and safe environment.
- Children's independence is very well promoted through careful planning and activities that encourage them to enjoy helping and considering the needs of others.
- There are strong relationships in place with parents. Staff work successfully with parents in a close partnership to support children's care and their learning needs.
- Stimulating activities are planned that focus on children's interests and ensure children are motivated and enjoy their learning. Staff have a good understanding of children's stages of development and their learning preferences.

It is not yet outstanding because

- There is scope to enhance opportunities for children to develop an interest in the different occupations of adults and their ways of life.
- Opportunities for staff to promote discussions with children during snack time about the need to eat a variety of food are sometimes missed.

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 conducted a joint observation with the manager of the setting.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector looked at children's assessment records and planning documentation.
- The inspector held meetings with the manager of the setting.
- The inspector observed activities in the playroom and the outside learning environment.

Inspector

Susan Rogers

Full report

Information about the setting

Night Owlers was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from rooms within Bishop Wilson Primary School in Chelmsley Wood. The setting is open each weekday, from 7.30am to 6pm, throughout the year with the exception of some school holidays. The out of school provision is open from 7.30am until 8.40am and from 3.20pm until 6pm. Wraparound care is open from 8.40 until 3.20pm. There are currently 54 children in the early years age group on roll. The setting provides funded early education for three and four-year-old children. There are seven members of staff, who all hold appropriate early years qualifications. There is one member of staff who has Qualified Teacher Status, one member of staff has a qualification at level 4 and the remainder of staff are qualified at level 3. The setting 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:

- extend opportunities for children to develop an interest in the different occupations of adults and ways of life

- introduce more discussions during children's snack time to extend children's knowledge about the need to eat a variety of food.

Inspection judgements

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

Staff provide children with a broad range of interesting play experiences that ensures they are enthusiastic and motivated learners. The strong relationship with parents enables staff to find out valuable information about children's individual needs as they start in the setting. Staff use information about children's individual interests to plan for their further progression. Staff observe children and record details of their progress in learning journeys that illustrate their progress across the seven areas of learning. Staff are skilled at planning for children's next steps and include this into children's assessments through discussions with parents, colleagues and managers. This means that all staff are clear about where children are in their learning. Staff are very positive about how they promote children's learning and talk confidently about the activities children prefer. As a result, all children are making good progress and enjoy their learning. Children enjoy physical play, indoors and outdoors. They gain skills in balance and coordination and enjoy inventive and stimulating play. Staff ensure there is a well planned range of activities available that stimulate and encourage children to enjoy their learning. Children have easy access to the outdoor areas throughout the sessions so they can choose to play indoors or outdoors.

This area is well resourced with play materials that encourage children to explore and enjoy a range of adaptable resources. Activities are skilfully planned to stimulate and encourage children to become actively involved in play. There is a careful balance of adult-led and child-initiated activities, that ensure children remain engaged in their learning. Staff are skilled at asking questions that encourage children to think critically and develop solutions to problems. Story time is well presented and encourages children to listen and contribute with their thoughts and anticipate how the story will end. Staff skilfully introduce new vocabulary, which extends children's language skills. Children sit well together and listen carefully to what staff and other children say. This provides them with important key skills as they move on to the next stage in their learning. The theme of transport is used effectively to provide interesting activities. Children enjoy a post card making activity where they make marks on cards, make a stamp from coloured paper then post them into the setting's post box. Children recognise the text that forms their name during registration time and place their name cards onto the registration board.

There are many opportunities for children to express their creativity using messy play. Children enjoy moulding a dry flour mixture into shapes and making swirling marks, as they drag their fingers through the mixture. Through this they recognise many mathematical shapes and letters that form their name. Children use jelly play to hunt for numbers and shapes. They enjoy devising imaginary scenarios as they play in the home corner and in the sand pit. They dig for shells and buried treasure, which instigates discussions with each other about what they will do next. Children become confident as they use number in their activities. Story time is extended to include a singing activity where children learn how to subtract from a larger number. They learn to count backwards, which develops their understanding of how to use number for a practical purpose. The variety of interesting experiences encourages children to talk about and describe what they are doing, which promotes their confidence and communication skills. Staff consistently stay on the same level as the children so they can communicate more effectively and understand how each child learns. Younger children are making good progress as staff ensure that activities are sensitive to their stages of development and interests. There is, however, further scope for children to develop an interest in different ways of life and the jobs that people do. Staff work very effectively with parents exchanging information regularly as their child is collected. There are valuable opportunities for parents to share children's achievements through placing a brief description of these on the learning tree. Staff are skilled in working with parents so they regularly share details of their children's development. Parents borrow books for their children and staff make suggestions for activities that the children enjoy. This means that parents are supported as they continue with their children's learning when they return home. An open door policy and consultation sessions further encourage parents to be actively included in children's learning. This enables parents to gain first hand experience of which activities children enjoy. As a result, any gaps in children's development are firmly closing as staff and parents work together effectively.

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

Well-managed settling-in sessions make sure that children feel safe and secure. Staff carefully observe children's responses to their new environment and discuss with parents how their settling-in sessions will be best organised. Staff are sensitive and caring and ensure that children who are less confident in the setting are consistently reassured, ensuring they feel safe. There is good continuity of care and learning. Staff collect children from their classrooms and exchange information regarding children's learning and care needs with teaching staff. Younger children who need a sleep towards the end of the day are sensitively settled by staff, in a quiet area of the room where they can rest undisturbed. Children have good opportunities to develop their physical skills and have ready access to the outdoors throughout the session. They use climbing frames and confidently descend using the slide. They use wheeled toys and tools to dig in the soil and sand and diligently care for the plants that they have grown from seed. There is now a named staff member with responsibility for behaviour management, who has completed the appropriate training. This member of staff advises staff on how to effectively manage any behaviour issues and accesses expert advice from external agencies that further advise and support staff. Children behave well and sit together for both lunch and snack time. They consider the needs of others as they play and readily include each other in their creative play scenarios.

Children's independence is very well promoted as they are encouraged to enjoy helping each other to take responsibility in the setting. They enjoy helping by collecting water in buckets for floor painting. Children regularly use a dustpan and brush to sweep up small amounts of debris created during messy play, enjoy handing out cups and plates to each other during snack time. A water cooler is readily available so children can collect their own drinks of water, when they are thirsty. Snack time is used successfully to promote children's confidence as they slice through bananas and grapes using plastic knives and chopping boards. There is, however, further scope for staff to include children in discussions during snack time about the need to eat a variety of foods to keep healthy. Staff remind children how to keep themselves safe, through discussions and to enable them to be adventurous as they play. Children have a good awareness of safety and security, as a result, act safely and understand the rules that keep them safe. Staff ensure that all accidents and details of any first aid that has been administered are shared with the children's parent. The setting now ensures that there are several members of staff onsite during the sessions that have a paediatric first aid qualification. Staff are sensitive warm and caring and form trusting bonds with the children they care for. Children easily approach staff for reassurance or a cuddle, which promotes their feelings of safety and security in the setting. Children are supervised well during activities. Staff remain with them at all times and ensure they are accompanied when using the toilet, which reassures them. There are designated staff members that ensure that all areas of the premises are checked, on a daily basis to ensure that both the equipment and play areas are safe.

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

This is a reinspection following a previous inadequate judgement. There have been three monitoring visits since the last inspection, as a result, there has been a significant improvement in the quality of care and learning provided for all children. There has been

close cooperation between all staff and managers and local authority advisers. Staff have responded well to their expertise and advice, as a result, there is now a purposeful drive towards further improvement and development. All staff have a good understanding of how to safeguard children and have attended safeguarding training. Managers have attended designated persons safeguarding training and understand thoroughly how to support their staff if they have any concerns regarding a child's care. Staff are fully aware of the named member of staff who takes responsibility for safeguarding if there are concerns about the care of a child. There are robust arrangements in place for the recruitment of staff that include obtaining references that confirm staffs' suitability to work with children. Good procedures are in place that ensure that children are able to play safely and regular checks of the premises identify hazards and minimise risks to children. Clear policies and procedures are in place that are regularly reviewed so that there are safe well understood practices that ensure children's safety.

The strong management structure ensures that staff are well supported in their role. They have regular appraisals and supervision sessions and their professional practice is monitored by senior members of staff. Managers are skilled in using this information to develop staffs skills further and identify their training needs. Managers and senior staff regularly coach staff, through modelling practice and observing their interaction with the children. This ensures that children's activities contribute well towards their development and progress as the educational programme is closely monitored. Staff meet regularly as a group to discuss progress in the setting. They contribute effectively towards the self-evaluation, which ensures that there is a consistent and purposeful drive towards further developments and improvements. Group training sessions during the school holidays enable staff to fully reflect on the service provided and respond to any areas where improvement is needed. This enables the setting to regularly renew their action plan so this fully reflects the needs of the children and their families. Staff share positive practice with other settings in the area and further afield, which provides staff with opportunities to reflect on their practice. Staff regularly access training opportunities provided by the local authority, which enhances their skills and contributes effectively towards their professional development. As a result, all staff have the appropriate qualifications, training and skills to carry out their role successfully to support children, so they are making good progress. Staff liaise with the host school to provide a smooth transfer for children when they move into nursery and full-time school. Staff exchange information regarding children's progress and their preferred ways of learning as they are collected from the host school. Staff highly value parents contribution towards their children's learning. Partnerships with parents are strong and there are regular opportunities for parents to meet with their children's key person to discuss their progress. Parents are kept fully informed of any new developments in the setting and their opinions are actively sought through discussions and conversations with staff as their child is collected each day.

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	EY466440
Local authority	Solihull
Inspection number	965407
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	54
Name of provider	Night Owlers Childcare Committee
Date of previous inspection	08/01/2014
Telephone number	07971 929565

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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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Piccadilly Gate
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