

Bright Owls Nursery

Heather Park Community Centre, Mount Pleasant, Wembley, Middlesex, HA0 1SH

Inspection date	01/07/2014
Previous inspection date	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

- Staff are kind, caring and considerate; as a result children are fully settled, secure and happy.
- Assessment of children is precise. As a consequence staff are able to plan activities that are fun and challenging for the children. This helps them to make good progress.
- Partnership with parents is a strength and parents report they feel included in their child's care.
- Staff use effective teaching methods and create a warm, welcoming environment for the children, which helps them to feel valued and respected.
- Staff work well as a team and morale is high due to the effective leadership and management of the nursery. There is a focussed drive to improve outcomes for children.

It is not yet outstanding because

- There are limited resources in the role-play area that are natural or real to reflect children's family lives.

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 children's play and staff's interaction with them, both inside and outside.
- The inspector completed a joint observation with the manager.
- The inspector talked to parents, staff and children and held regular discussions with the manager.
- The inspector examined documentation, including a representative sample of children's records, development plans and staff records.

Inspector

Julie Biddle

Full report

Information about the setting

Bright Owls Nursery registered in 2013. It is managed by a private provider in the London Borough of Brent. Children have the use of three playrooms and an outdoor play area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open Monday to Friday from 8am to 6pm for 50 weeks of the year. There are currently 40 children in the early years age group on roll. The nursery receives funding to provide free early education for children aged two-, three- and four-years-old. The nursery currently supports children with special educational needs and/or a disability and those who speak English as an additional language. The nursery employs six members of staff. Of these five hold a qualification at level 3 and one holds a qualification at level 2.

What the setting needs to do to improve further

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

- enhance children's real-life experiences by using resources that are real and natural in the role-play area.

Inspection judgements

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

The staff have a good understanding of the Early Years Foundation Stage. This means they plan activities that suit the children's individual learning styles and needs. The children play and learn in a busy, happy atmosphere. Their learning and development is enhanced by staff who are enthusiastic, skilled and motivated in their roles. The staff know the children really well and therefore plan a good range of play and learning experiences that excite and challenge them. Systems for the assessment of children are focussed and accurate, clearly showing how children have made good progress in relation to their starting points.

Staff use good teaching techniques to engage children during play and to encourage their learning. For example, effective questioning encourages children to reflect and think for themselves. Staff ask the children about food types and what effect eating cheese has on their bodies. Children confidently reply that cheese is made of milk and helps our bones grow. Children excitedly talk about their muscles and how the vegetables they eat makes their muscles grow. Children are very proud of the vegetables and herbs they have grown in the garden. They are pleased to talk about taking the herbs home to share with their family.

Staff allow children to follow their own ideas and learning without interruption and only

offer support when needed. This supports children's strong abilities to solve problems and be independent in the decisions they make. For example, children decide what they want to play with in the garden. They excitedly tell staff they want to use the plant sprayer to spray their friends with water. This demonstrates that children are enthusiastic and curious in their learning and play because staff respond well to their needs and interests. Staff make good use of displays, creating a visual environment that is appealing and beneficial to the children's learning. For example, displays around the nursery encourage children to think for themselves and to develop an understanding of opposites and their own uniqueness. There are very good examples of children's emerging writing skills and children are proud of how they write and recognise their own name. Staff have encouraged children to think about their own bodies and characteristics; as a consequence they understand about differences and similarities. Furthermore, graphs showing children's favourite fruits link being healthy to children's understanding of mathematical concepts.

Resources in the baby room are suitable for their age and stage of learning. The good quality low-level furniture means babies are able to reach and make their own choices about play. Babies have fun as they explore differing textures, making shapes and building in the sand. Babies form strong attachments to their key persons and mimic their actions at meal times, such as stirring the food to make it cool.

Detailed and precise records are made when children start in the nursery which means the staff have a good understanding of the needs of each baby in their care. As a result, babies are very secure and confident and they readily turn to the staff for cuddles and reassurance when needed. These records are updated as the children move through the nursery, which means all the children are known to staff and their care needs are understood. Staff complete the required progress check for two-year-old children and share the report with parents. This encourages parents to support their children's learning at home.

The outdoor play area offers space for children to develop their large muscle movements as they enjoy using a range of different play equipment. The children have great fun as they learn to balance, ride and run with their friends.

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

The key-person system is effective and sensitive to the needs of all children and as a result, they form secure attachments and are confident. This confidence promotes a good level of well-being. The children move freely around the nursery, cooperate with their friends and are keen to share their activities with staff. They enthusiastically help to tidy away which shows a good awareness of responsibility within the nursery. Children talk to staff about why it is important to tidy the toys. Children's behaviour is good and they demonstrate a strong sense of belonging in the nursery. Children who are new to the nursery enjoy cuddles and affection from staff, supporting feelings of safety and security. Children and babies are encouraged to take safe risks. Babies climb on soft cushions while staff ensure that as they fall they have a soft landing. This means children gain confidence as they explore and investigate. Staff help children to understand about keeping

themselves safe; for example, they remind them to walk inside and to use their running skills in the garden.

Children know the nursery routines and take an active part in preparing themselves for meal and snack times. Meal times are social events where staff sit with the children talking about the day's events, asking them what they have enjoyed during their day. Children's health and well-being is very successfully promoted by all staff. The varied menus ensure the food provided is healthy and suitable for the children attending. The new manager works in partnership with parents and staff to introduce opportunities for the children to enjoy fresh fruits and salads every day. This means children are given the best opportunities to develop healthy dietary behaviours. Staff know children's dietary needs and any allergies, and use their knowledge at meal times to ensure children eat suitable foods. Staff help children gain strong levels of independence through daily routines. For example, children are encouraged to serve their own food at meal times and learn skills such as peeling fruit and vegetables. The priority given to support children's independence skills prepares the children very well for the next stage of their learning.

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

The manager demonstrates a focussed drive to create improvements in the nursery. She has good organisational skills, resulting in the efficient running of the nursery. This results in opportunities for babies and children to learn and develop in a safe, secure and happy environment. Staff demonstrate a good understanding of Early Years Foundation Stage and know how to implement the framework successfully.

Staff are valued members of the team and as a result, morale is high. Recruitment and induction procedures are robust. As a result, suitably qualified and experienced staff care for children. Effective and well-established performance management means that staff are supported well in improving their skills, knowledge and practice. The manager has a clear understanding of her role in the nursery. For example, she understands her role in keeping Ofsted and other agencies informed of any safeguarding issues in the nursery. In addition, she demonstrates how she takes decisive action to ensure all staff remain suitable to work with children.

There are good systems in place to monitor the educational programmes, and the development that both individual children and specific groups of children make. This allows staff to identify any groups of children that may need extra support to close gaps in their learning. The needs of all individual children are known and respected by staff. A strong partnership with parents ensures that the care provided by staff is consistent. As a result, the individual care and learning needs of all of the children are met to a high standard.

Arrangements for safeguarding children are firmly in place. The implementation of the clear policies and procedures contributes to the ongoing safety and welfare of the children. There is also a thorough safeguarding policy in place to support practice. Staff

demonstrate a clear understanding of the procedures to follow if they have concerns about a child in their care. Staff clearly understand their role in the implementation of the whistle-blowing policy which further helps to protect children. Visitors to the nursery are carefully monitored; closed-circuit television cameras mean staff are able to monitor who is requesting access to the building.

Self-evaluation is ongoing and results in action plans being implemented across the nursery to ensure ongoing improvements, which benefit the children. This shows staff's strong commitment to continual ongoing improvement. Staff contributions, as well as feedback from parents' questionnaires, inform action plans. This results in strong links between priorities and plans for improvement.

Partnerships with parents are well established. There is much information available for parents in the form of notice boards, displays and newsletters. There is a good two-way flow of information via discussions at drop off and pick-up times. This provides valuable information for staff to be able to meet the changing needs of the parents and children. Parents speak highly of the staff in the nursery and in particular the changes implemented by the new manager. Parents say they feel respected, listened to and valued by the staff.

The staff have a good understanding of their role in working with outside agencies to identify any children whose progress is less than expected. In addition, the staff work have developed partnerships with local schools which means children and parents feel valued when they move to a new provision.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY466045
Local authority	Brent
Inspection number	946124
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	40
Name of provider	Bright Owls Nursery Ltd
Date of previous inspection	not applicable
Telephone number	07427339100

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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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