

Little Owls Childcare Centre

Wells Road, Latcham, Wedmore, BS28 4SA



Inspection date

7 May 2015

Previous inspection date

2 February 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff support children's emotional well-being extremely well. Children form strong bonds with caring and responsive staff who have a very good knowledge of their individual needs. Staff celebrate children's achievements throughout the nursery.
- Effective partnerships with parents and other early years settings children attend enable information and ideas for future activities to be routinely shared. This maintains a continuous approach to children's care, learning and development.
- Good, and in some cases outstanding teaching, positive interactions, comprehensive planning, and effective assessment arrangements ensure that all children make good progress in their learning and development. This is particularly evident in the progress children make in their communication and language skills and the confidence and enthusiasm pre-school children have for their outdoor learning.
- There are robust systems to ensure staff's suitability for their roles. This includes effective support for training and professional development, especially in providing specialist supervision and coaching for apprentices.
- The owner and her staff are committed to improvement. They use self-evaluation effectively to identify key areas for development, such as the outside play space.

It is not yet outstanding because:

- On occasion, there is inconsistency in helping children learn how they have made new colours and identifying them, when developing early writing skills in the paint.
- Staff do not always encourage younger children's self-care skills, such as encouraging them to blow their own noses, or provide enough time for them to solve problems independently, such as where to obtain more water when playing outside.

What the setting needs to do to improve further

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

- support children's understanding of the process of making and identifying new colours in their creative play
- progress younger children's self-care skills and encourage them to solve problems independently.

Inspection activities

- The inspector observed the different aged children playing indoors and outdoors.
- The inspector considered the views of parents spoken to on the day and their written comments.
- The inspector spoke with the management team, staff and children at convenient times during the day.
- The inspector completed two joint observations with room leaders.
- The inspector sampled documentation, including online assessment records, self-evaluation, policies and procedures.

Inspector

Rachael Williams

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

There is a strong focus on promoting children's communication and language skills. Following training, staff provide consistent commentaries and explanations. Younger children use sign language and visual reminders while pre-school children progress to letter and sound recognition. This greatly supports children in their next steps. There are good opportunities for children to be physically active. Younger children participate enthusiastically in 'wake and shake', following instructions well after sitting for their group time. Babies thoroughly enjoyed time in the garden, where they were able to explore freely as staff ensured they were appropriately dressed for the slide and water. Older children thrive in their opportunities to explore the paddock because staff have carefully considered how some children learn better outside. Children listened carefully to behavioural expectations and provided ideas on how they could keep themselves safe, for example, by not touching stinging nettles. Younger children eagerly explored early writing skills as they moved vehicles through the paint. Staff positively supported children's learning with effective modelling and questioning. However, they did not develop children's thinking about how they made colours to reinforce new discoveries.

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

Staff provide a stimulating learning environment to help children settle quickly into familiar routines. Staff promptly engaged toddlers when they became unsettled. They invited ideas from concerned friends. Children suggested singing and, as staff have taken time to get to know their key children and families, they changed the names in the songs to include siblings' names. This provides children with a very good sense of belonging within a small and caring nursery, which parents greatly appreciate. Staff cuddle babies close and provide individual attention. Staff consistently meet children's care needs and health and safety practices are promoted well. There are generally good opportunities for children to develop self-help skills, especially in the pre-school room where they serve their lunch and pour drinks. However, there is inconsistency in practice to develop this further with younger children, such as encouraging some ownership in blowing their own noses or to solve problems independently in their play.

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

Staff provide a safe and secure environment which is thoroughly risk assessed. They attend regular training and, consequently, have a good knowledge of their responsibilities to report any safeguarding concerns they have about a child. The management team monitors children's progress effectively. This means that they are able to identify any gaps in the educational programme and children's learning to take prompt action.

Setting details

Unique reference number	EY400784
Local authority	Somerset
Inspection number	831050
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	62
Name of provider	Little Owls Childcare Ltd
Date of previous inspection	2 February 2010
Telephone number	01934 713527

Little Owls Childcare Centre is a privately owned nursery, which registered in 2009. It is situated in the rural village of Wedmore, Somerset. The nursery receives funding for free early education for children aged two, three and four years. The nursery opens each weekday, from 8am until 6pm, for 51 weeks of the year. The nursery employs seven members of staff to work directly with children. This includes a qualified teacher who has Early Years Professional Status, a manager who has an early years qualification at level 5, an early years graduate and two members of staff with early years qualifications at level 3. The nursery also employs a cook and an administrator.

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