

Inspection date

8 September 2016

Previous inspection date

19 May 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Arrangements for the monitoring of staff are not consistent. The provider does not ensure that staff access targeted professional development opportunities to improve their knowledge and understanding of how children learn. Staff do not demonstrate a good understanding of how good quality teaching promotes children's learning.
- Observations and assessments of children's learning are inconsistent. Staff do not have a good understanding of each child's stage of development. As a result, they do not plan activities that extend children's learning.
- The balance of adult-led and child-initiated activities is not appropriate. Aspects of children's learning are not promoted through well planned, purposeful play that takes into account children's interests and preferences for learning. As a result, children are not well engaged or stimulated to learn.
- Children's communication and language skills are not promoted well enough. Staff do not use appropriate teaching strategies and do not encourage the youngest children to attempt communication.

It has the following strengths

- The nursery works effectively with parents and other professionals to support children who have special educational needs. This group of children make suitable progress in their learning and are prepared for the move to school.
- Parents and other professionals are positive about the care children receive. The key-person system works effectively to ensure information is shared. Children's emotional well-being is supported as they move into the nursery and on to school.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ improve arrangements for the monitoring of staff practice and ensure that staff access professional development opportunities that improve their knowledge and understanding of how children learn and how good quality teaching promotes children's progress 	08/10/2016
<ul style="list-style-type: none"> ■ ensure assessments of children's learning and development are consistent and precise to obtain an accurate understanding of each child's level of achievement, interests and learning styles, and then use the information to shape learning experiences that are tailored to meet the individual needs of each child 	08/10/2016
<ul style="list-style-type: none"> ■ ensure each area of learning and development is promoted through a good balance of adult-led and child-initiated activities that takes into account each child's individual learning needs, and make sure children are consistently well engaged and challenged so that they make at least good progress 	08/10/2016
<ul style="list-style-type: none"> ■ improve the teaching of communication and language skills so children have good opportunities to build on their listening and attention, understanding and speaking skills. 	08/10/2016

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed joint observations with the manager and the staff training coordinator.
- The inspector held a meeting with the manager, who is also the provider. She looked at relevant documentation, including the self-evaluation, and checked evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Nicola Dickinson

Inspection findings

Effectiveness of the leadership and management is inadequate

Although some steps have been taken to address the actions set at the last inspection, insufficient progress has been made to ensure that learning and development requirements are met. Staff have a poor understanding of the learning and development requirements, and the monitoring of staff's practice is not good enough to ensure weaknesses are identified or promptly addressed. The provider does not make sure that staff receive the mentoring, coaching and training they need, in order to raise the quality of teaching to a good standard. Safeguarding is effective. Staff's ongoing suitability is checked annually and records of the suitability checks that have been completed are appropriately maintained. The provider has improved their understanding of events that must be notified to Ofsted. Staff have a suitable understanding of current child protection issues. They can identify the possible signs and symptoms of abuse and know how to report and respond to safeguarding concerns. Potential hazards to children are identified and addressed and the environment is kept clean. Staff have a good understanding of the effective policies that underpin their safeguarding practice.

Quality of teaching, learning and assessment is inadequate

Key persons obtain information about children's starting points and interests when children enter the nursery. However, staff do not use what they know about children to plan activities that target children's interests, stage of development or preferences for learning. There is not enough support for children's play and, overall, the quality of teaching is poor. Ongoing observations and assessments of children's learning are not consistent. They do not provide an accurate overview of each child's progress. Therefore, staff do not have the information they need to plan effectively and to provide good quality learning experiences for children. Children are not challenged to help them make good progress. Children who are exceeding their expected level of attainment are not stimulated to learn more. Parents are kept informed of the range of activities and experiences on offer in the nursery. Key persons tell them what their children have enjoyed so that they can continue this at home. Children in the pre-school room enjoy working in small groups. For example, they learn to solve problems as they work together to identify how best to join recycled material to make models.

Personal development, behaviour and welfare are inadequate

Weaknesses in teaching and assessment mean that children are not supported well enough to make good progress in their personal development or to be actively engaged in their play. This also adversely affects their overall experience and enjoyment of the nursery. However, there is an effective key-person system and staff do make sure that children's care needs are met. Food and drinks provided are plentiful and healthy. Children are supported in their personal care routines and staff help them to understand why good hygiene is important. There are opportunities for children to spend time in the fresh air and to be physically active outdoors.

Outcomes for children are inadequate

Weaknesses in the quality of teaching and assessment mean that not enough children are making good progress from their starting points. This means some children are not prepared well enough for their learning in school. Children's communication and language skills are not promoted well enough. The provider has identified that there are gaps in children's learning in this area. However, not enough is being done to make sure those gaps close quickly. Children do have opportunities to develop their mathematical skills as they count and begin to recognise numbers. Pre-school children are starting to recognise letters in print. They understand that writing can be used for a variety of purposes, such as making plans for simple constructions. Children are learning about the wider world through stories and celebrations of family traditions.

Setting details

Unique reference number	EY481310
Local authority	Kirklees
Inspection number	1015922
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 7
Total number of places	68
Number of children on roll	150
Name of registered person	My Little Barn Owls Limited
Registered person unique reference number	RP533953
Date of previous inspection	19 May 2015
Telephone number	01924412791

My Little Barn Owls Ltd was registered in 2014. The nursery employs 27 members of childcare staff. Of these, 26 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

