

Inspection date	31 January 2017
Previous inspection date	8 September 2016

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The providers have not monitored and evaluated the quality of teaching and children's progress swiftly enough. They have not fully addressed all of the weaknesses raised at the last inspection and so the quality of the provision is not yet good.
- The arrangements for performance management are not fully embedded. Staff's practice is not yet accurately evaluated and monitored to identify where improvements can be made. The quality of teaching is not yet consistently strong. Children do not benefit fully from learning experiences that raise outcomes.
- Observations of children's achievements lack detail and are not evaluated appropriately, which leads to inaccurate assessments. Planning is not always sharply focused with clear learning intentions that support children's individual needs and next steps in learning.

It has the following strengths

- Children have opportunities to build on their listening, attention, understanding and speaking skills.
- Children quickly settle and form warm emotional bonds with the caring staff. Babies who are new to the nursery wake happy from their sleep and respond to their key person's words with a smile.
- Staff communicate well with parents. Social events, such as the family fun days, give parents informal opportunities to celebrate their children's achievements.

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"> ■ sharpen the focus on supporting staff's teaching practice to ensure children consistently benefit from quality learning experiences that promote their good progress 	30/06/2017
<ul style="list-style-type: none"> ■ improve assessment, ensuring that observations are evaluated appropriately and are used to plan activities that help children to make good progress 	30/06/2017
<ul style="list-style-type: none"> ■ consider the individual needs, interests and stage of development of each child when planning activities so that children consistently benefit from suitably challenging and enjoyable activities that motivate and inspire them to learn. 	30/06/2017

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

- sharpen the process for self-evaluation to effectively identify areas for development and help improve practice and learning opportunities for all children.

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 spoke with staff and children during the inspection.
- The inspector completed joint observations with the providers.
- The inspector held a meeting with the providers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Jane Tucker

Inspection findings

Effectiveness of the leadership and management requires improvement

Supervision meetings and observations of staff's practice have been implemented since the last inspection. However, these arrangements do not support staff sufficiently enough to help raise the quality of their teaching swiftly. Weaknesses in planning, observation and assessment procedures have not been fully targeted. Nevertheless, the providers do aspire to improve and have welcomed support from the local authority. Most staff are qualified and plans are in place for them to access suitable training. The arrangements for safeguarding are effective. Staff keep the environment clean and complete regular checks so children can play safely. They are aware of the signs and symptoms of abuse and know how to report any concerns. Appropriate recruitment and induction procedures are in place and staff's ongoing suitability is checked annually.

Quality of teaching, learning and assessment requires improvement

Teaching is not yet consistently good enough. Children do not always benefit from learning experiences that promote their individual needs. For example, staff working with children aged two to three years organise activities that are not always appropriate for their age and stage of development. Some of the mathematical concepts introduced are too advanced. Consequently, children quickly lose interest and wander off to engage in play of their choice. In the pre-school room, some activities are not suitably challenging to enhance children's learning further. Nevertheless, staff do promote different aspects of children's play. Staff encourage children's language development. They sing to babies and enrich this learning with signs and actions for them to copy. Toddlers enjoy playing with musical instruments and sitting with staff to listen to stories.

Personal development, behaviour and welfare require improvement

Children appear happy and confident. They have access to a varied range of resources that is easily accessible to encourage their independent play. Children behave well and play cooperatively with their friends. They are learning how to lead a healthy lifestyle as they benefit from plenty of exercise and enjoy a varied range of nutritious meals and snacks. They have a full awareness of hygiene routines and wash their hands before and after every meal. Staff incorporate children's individual sleep routines into the day to help promote their continuity of care. In the pre-school room, children have a go at putting on their own coat and shoes for outdoor play. Children are encouraged to mirror routines they will follow at school.

Outcomes for children require improvement

Children do not make good enough progress in their learning and development due to weaknesses in the quality of teaching and activities planned. Nevertheless, they do acquire some skills they will need for their future education. Children learn how to use scissors safely and express their own ideas and thoughts through their creative play. They are developing skills in literacy and enjoy practising their early writing skills and learning about letters and sounds.

Setting details

Unique reference number	EY481310
Local authority	Kirklees
Inspection number	1073605
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	1 - 9
Total number of places	68
Number of children on roll	189
Name of registered person	My Little Barn Owls Limited
Registered person unique reference number	RP533953
Date of previous inspection	8 September 2016
Telephone number	01924412791

My Little Barn Owls Ltd was registered in 2014. The nursery employs 26 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 2 or above. The nursery opens 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.

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