

# Funky Owls Nursery

St Barnabas Church Hall, Thirsk Road, Mitcham, Surrey, CR4 2BD



<b>Inspection date</b>	29 August 2017
Previous inspection date	20 January 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff benefit from the experience and strong leadership of the recently appointed manager. She has strengthened systems for monitoring and improving staff performance, for example, through regular supervisory meetings and team training days. Staff comment on how this has helped them to develop their skills, such as managing children's behaviour.
- Staff use a variety of methods effectively to engage parents and involve them in their children's learning. For example, they have regular meetings to discuss children's achievements and what they will learn next.
- Staff act as good role models for children. For instance, they demonstrate positive interactions, such as turn taking and saying 'please' and 'thank you'. Children behave well. Older children show that they are beginning to manage their own behaviour. For example, they ask if they can 'have a turn' and share resources fairly.
- Children make good progress from their various starting points. This includes children who have special educational needs, those who speak English as an additional language and children in receipt of additional funding. Staff work in partnerships with parents and, where appropriate, other professionals to help children achieve well.

### It is not yet outstanding because:

- Children are not routinely offered opportunities to explore creatively and develop their imagination in different ways.
- While the nursery garden has recently been much improved, staff do not ensure that all children are consistently interested and engaged outdoors to support their good outcomes even further.

## What the setting needs to do to improve further

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

- build on opportunities for children to explore and play with a wide range of media and materials, to help them express their thoughts and ideas creatively
- improve the outdoor environment to consistently interest, engage and challenge all children further, in particularly those who are most able.

### Inspection activities

- The inspector observed a range of activities indoors and outdoors, and assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the nursery manager and provider. She also explored the views of staff and children at times during the inspection.
- The inspector had discussions with a number of parents and took account of their views.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's learning records.
- The inspector carried out a joint observation with the manager.

### Inspector

Sarah Crawford

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders work together well to evaluate the quality of the nursery and develop plans for improvement. Significant changes have been made in response to parents' feedback. For example, the provider has had the garden renovated to improve children's access to outdoor play and the chef has introduced healthier menus for children. Parents talk positively about these changes and how they have improved their children's enjoyment of nursery. Safeguarding is effective. The manager uses robust recruitment and vetting arrangements and ensures that staff are suitable to work with children and have a clear understanding of their roles. Staff know how to recognise any signs which might indicate a child is at risk from harm and how to report any concerns.

### Quality of teaching, learning and assessment is good

The manager and staff know children well. They observe and monitor the progress of individual children and identify any gaps in their development effectively. Staff promote children's understanding of mathematics well. For example, they use counting spontaneously during activities and everyday routines. They help children to learn about shapes, using resources such as building bricks and puzzles. Children show a good knowledge of the names of shapes and how they fit together. Staff join in enthusiastically with children's role play. They support their learning, such as by showing them how to use the resources and suggesting ideas to extend their games. Children develop a keen interest in books and enjoy listening to stories. Staff use these opportunities effectively, for example, to check children's understanding of colours and to introduce them to new words.

### Personal development, behaviour and welfare are good

Children demonstrate close bonds with staff. For instance, they go to them if they need a reassuring hug or help with a task. They receive lots of praise from staff for their efforts and achievements. This helps them to feel secure and to develop confidence in their own abilities. Staff help children learn how to keep themselves safe. For example, they talk to them about wearing their hats while playing outside, to protect them from the sun. Children enjoy fresh air and exercise outdoors each day, to support their physical development. Older children show a growing awareness of the importance of healthy eating. For example, they discuss their favourite fruits and describe how good food gives them energy and helps them to become strong.

### Outcomes for children are good

Children gain a good range of skills to support the next stages in their learning, including being ready to start school. They are confident and independent learners, and show good levels of involvement as they concentrate on activities. For instance, toddlers spend a long time working out how to manipulate, open and close various locks and latches. Babies make good use of the space provided to develop their mobility, as they learn to crawl and take their first steps. Older children communicate effectively with their peers, staff and visitors to the nursery. They ask questions and share their thoughts, ideas and opinions.

## Setting details

<b>Unique reference number</b>	EY463090
<b>Local authority</b>	Merton
<b>Inspection number</b>	1069329
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	70
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Funky Owls Nursery Ltd
<b>Registered person unique reference number</b>	RP532629
<b>Date of previous inspection</b>	20 January 2014
<b>Telephone number</b>	02081277195

Funky Owls Nursery registered in 2013. It is located in the London Borough of Merton. The nursery is open from 7.30am to 6.30pm each weekday, for most of the year. It receives funding for the provision of free early education for children aged two, three and four years. The nursery currently employs 12 members of staff. Of these, 11 hold a relevant childcare qualification. The manager is qualified to level 6, five staff hold a level 3 qualification and five have a level 2 qualification.

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