

# Nightowlers

10 Craig Croft, Chelmunds Cross, Solihull, B37 7TR



## Inspection date

28 November 2017

Previous inspection date

3 June 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

- Children are happy and well settled. Staff are kind and encouraging, helping children to grow in confidence and feel valued. Children have made effective attachments with their key persons.
- Children are curious and eager to explore, indoors and outdoors. They have opportunities to make discoveries for themselves. They think about the properties of natural materials in their imaginative play, for example, as they manoeuvre small vehicles to dig in earth and straw.
- Staff know children and their families well. They talk to parents when they arrive to collect their children and exchange information about children's learning and care routines. Parents speak highly of the care their children receive. They say that their children make good progress in their learning and development.
- Staff work well with other agencies and professionals to support children who have special educational needs and/or disabilities. They strive to work in partnership with other providers. This supports children's move to school when the time comes.

### It is not yet outstanding because:

- Information from observations and assessment is sometimes not used highly effectively to identify precise next steps in children's learning.
- The manager has yet to extend the monitoring of children's development to analyse the impact of teaching on the progress that different groups of children are making.

## What the setting needs to do to improve further

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

- strengthen further the use of assessment information to plan children's individual next steps in learning even more precisely, to increase the potential for children to make exceptional progress
- enhance the monitoring procedures to analyse more specifically the impact of teaching and interventions for different groups of 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 held a meeting with the nursery manager and spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Jacqueline Coomer

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know exactly what signs and symptoms to look out for, which may indicate that a child is at risk from harm. They know who to report to if they have any concerns about a child's well-being. Robust recruitment procedures help to ensure that all staff are suitable to work with children. Staff are deployed well and communicate effectively to ensure the smooth running of daily routines. The manager's consistent support and monitoring of staff practice ensures they continually update their skills and knowledge, such as by regularly undertaking training. The manager is reflective and works closely with the whole staff team to review practice. She has effective plans in place to make further improvements to the setting.

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

Staff have a good understanding of how children learn. They extend children's knowledge through a varied range of planned activities, alongside good opportunities for free play. They develop children's mathematical skills effectively. For example, children count confidently and use small teddies to identify differences in size. Younger children enjoy manipulating dough using tools and their hands. Staff ask children a range of questions to help them develop their problem-solving skills. Staff promote children's communication and language skills. For example, they help children to hear the correct pronunciation of words as they repeat words back to them. Older children concentrate well as they take part in activities and take great pride in their work. For example, staff encourage children to investigate what happens when they apply different coloured paints to printing blocks.

### Personal development, behaviour and welfare are good

Children know the routines well and show their confidence as they move around the setting happily. Staff give gentle reminders of the consistent boundaries and rules that are in place. Children who speak English as an additional language are effectively supported. Staff provide visual clues and take time to learn key words in the language children are most familiar with, to help strengthen communication. Staff encourage children to do things for themselves. For example, children put on their own coats to go outside. Staff promote healthy eating well. Children develop a good understanding of the links between healthy foods, exercise and physical well-being. Staff give children lots of praise and encouragement that helps to build their self-esteem and confidence.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress from their starting points. Children enjoy stories and singing action rhymes. They listen carefully and are able to follow instructions well. Older children develop the skills needed in readiness for their move to school. They use mathematical language in their play to count and describe position and shape. Children behave well and show they care for their peers.

## Setting details

<b>Unique reference number</b>	EY466440
<b>Local authority</b>	Solihull
<b>Inspection number</b>	1102605
<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>	2 - 12
<b>Total number of places</b>	28
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Night Owlers Childcare Committee
<b>Registered person unique reference number</b>	RP908635
<b>Date of previous inspection</b>	3 June 2014
<b>Telephone number</b>	01217705756

Nightowlers registered in 2013. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications including six at level 3, one at level 4 and two at level 2. The nursery opens Monday to Friday, term time only, from 8.30am until 3.25pm. The out of school provision is open from 7.30am until 8.40am and from 3.15pm until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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