

Little Owls Day Nursery

Thistle Drive Playcentre, Wessex Close, Peterborough PE2 8HZ



Inspection date	28 August 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
Effectiveness of 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

The provision is good

- Staff are sensitive to children's needs and understand their interests. They ensure that activities and resources reflect these. Children enjoy their play and make good progress in their learning and development.
- Managers check children's progress frequently and take swift action to address any weaker areas. Staff have completed further training and now offer children additional opportunities that support their understanding of mathematics.
- Staff put any new knowledge from training into practice. For example, they are now more competent in supporting children to develop their speech and language skills.
- Children mirror the caring attitudes shown by staff. They are kind to one another and older children play gently with the younger ones. Staff help children understand how their behaviour affects others and they learn to manage this appropriately.
- Staff support parents well in extending their children's learning. For example, they offer practical guidance about reading and children enjoy choosing books to take home and share.

It is not yet outstanding because:

- Staff do not use outdoor areas as well as possible to fully extend the enjoyment and interests of children who prefer to play and learn outside.
- Staff do not consistently offer children opportunities that help them develop their skills in making marks and writing.

What the setting needs to do to improve further

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

- enhance the use of outdoor areas to offer children who prefer to learn outside further play and learning opportunities
- build on the opportunities that support children in making marks and writing.

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 talked with staff and children at appropriate times throughout the inspection. She completed a joint observation with the prospective nursery manager.
- The inspector held meetings with the nursery manager/owner and the prospective nursery manager. She looked at relevant documentation, discussed the nursery's self-evaluation and saw evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Kelly Eyre

Inspection findings

Effectiveness of leadership and management is good

Managers make good use of their qualifications and experience to inform the ongoing evaluation of the nursery and make pertinent improvements. They offer staff regular supervision, which supports them in developing their practice. Arrangements for safeguarding are effective. Staff regularly refresh their training and discuss safeguarding at each staff meeting. They maintain a good understanding of the potential threats to children's welfare and know how to report any concerns. Managers and staff appreciate the importance of building good partnerships with other professionals. They communicate well with them to ensure that children's needs are understood, their welfare is promoted and their care is consistent.

Quality of teaching, learning and assessment is good

Staff observe children and offer them opportunities to build on their play. For example, younger children extend their enjoyment of tents as they crawl into covered areas and look at displays of lights and mirrors. Older children build on their interest in dinosaurs as they read associated books and pretend to move like dinosaurs. Staff work with children to make resources and use these as one of the ways in which they offer children further opportunities. For instance, older children enjoy filling bottles with a range of objects and use their mathematical knowledge as they compare the weight and size of each bottle. Younger children then safely explore the sealed bottles, delighting in the colours, shapes and sounds of these. Staff plan activities well and gently reinforce children's learning. Children listen intently to a story, eagerly joining in with the refrain. They then review what they have heard and develop their creativity as they act out the story.

Personal development, behaviour and welfare are good

Staff work well with parents and make good use of the key-person system to obtain clear information about children's needs, interests and routines. They help children to settle and feel comfortable by using this information to inform the daily planning. Staff interact well with children and value their individuality and their contributions. Children respond to this and grow in confidence. They appreciate the praise and encouragement staff offer them and they develop positive attitudes that aid them when faced with new challenges, such as starting school. Staff promote children's physical development. For example, children develop their balance and sense of the space around them as they participate in parachute games and music and movement sessions.

Outcomes for children are good

All children make good progress and develop the skills that support them in school. Children learn to work together and share their ideas. Staff understand children's needs and support them to join in. For example, children using junk-modelling resources discuss the models they are making and a staff member ensures that the less-confident children are able to contribute to the discussion. This particularly helps children who have special educational needs and/or disabilities and those who speak English as a second language, and they develop good communication skills.

Setting details

Unique reference number	EY500534
Local authority	Peterborough
Inspection number	10067343
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 8
Total number of places	27
Number of children on roll	33
Name of registered person	Little Owls Day Nursery (Peterborough) Ltd
Registered person unique reference number	RP535417
Date of previous inspection	Not applicable
Telephone number	01733315747

Little Owls Day Nursery re-registered in 2016. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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