

Barn Owl Day Nursery

1117 Oxford Road, Tilehurst, READING RG31 6UT



Inspection date

30 April 2019

Previous inspection date

27 November 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

This provision is good

- The manager and staff have made improvements to the quality of the provision since the last inspection. For example, they have evaluated their practice, such as through room meetings. This has helped staff make purposeful changes to the rooms to support children's needs. However, at times, there are some inconsistencies in practice, which are not fully identified through the manager's overall good monitoring processes.
- Staff have a secure understanding of the areas of learning and how the activities they provide support children's development. They make regular observations and assessments of children's progress and use this information well to identify and plan next steps in learning. Children with lower starting points are supported to catch up over time, such as those who are learning English as an additional language.
- Strong partnerships with professionals support children's individual needs very well. The nursery's special educational needs coordinator (SENCO) works closely with professionals and implements the advice she gains effectively. In addition, she shares her knowledge and skills with other staff, such as teaching them new sign language. This helps staff to develop specific skills to support children's needs.
- Children are happy and settled. They mostly behave well and staff provide a positive role model to them, such as using good manners. However, sometimes staff do not respond with sufficient guidance to help children learn more about the expectations of behaviour and how to manage their own behaviour.
- Staff support children to become ready for school. For example, children develop small physical skills that contribute to their early writing development, such as using tweezers to pick up items. Children learn to recognise and write their names. They develop independence, such as helping to serve their lunch.
- The manager consistently tracks children's progress, including groups of children. She identifies and responds to any gaps in children's learning. For example, new resources were purchased to support children's role play and mathematical development. In addition, children go on outings to develop their understanding of the world, such as to an old people's home to meet others in the community.

What the setting needs to do to improve further

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

- build on the monitoring of staff practice to more precisely identify improvements to the quality of teaching and the provision to support children's outcomes more effectively
- provide consistent guidance to support children's knowledge of the behaviour expectations to help them learn how to manage their own behaviour.

Inspection activities

- The inspector observed staff interactions and children's play and activities indoors and outdoors.
- The inspector spoke to the provider, manager, staff and children at appropriate times during the inspection.
- The inspector and the manager completed a joint observation together of an activity and reviewed the quality of teaching and impact on children's learning.
- The inspector spoke to available parents to gain their views and opinions about the nursery and took these into account.
- The inspector sampled documentation, including children's records, a selection of policies and evidence of staff suitability.

Inspector

Sheena Bankier

Inspection findings

Effectiveness of leadership and management is good

Staff have a good knowledge of safeguarding matters, including the 'Prevent' duty. They understand what signs and symptoms would raise their concerns about children's welfare and the procedures to follow to manage these. Staff supervise children closely and check the premises, equipment and resources for possible hazards and risks. They understand the action to take should they identify a potential danger, such as removing broken equipment. Staff know the procedures to safely manage any visitors, including checking their identity. Safeguarding is effective. Overall, the manager provides good support to the staff team, including individual meetings to discuss and support their practice. She encourages staff to build on their professional development, such as through training and gaining qualifications. Partnerships with parents are positive. Staff and parents consistently communicate, which contributes to continuity in meeting children's needs. Parents speak highly of the staff and their children's experiences at the nursery.

Quality of teaching, learning and assessment is good

Staff interact warmly and engage well with children during activities. They support children to develop their communication and language skills securely. For example, staff repeat words to babies and toddlers, and those learning English as an additional language, to develop their understanding and vocabulary. A 'sensory room' has been created. This provides a quieter environment for small-group activities, such as for children with special education needs and/or disabilities and those who need some extra support in their development. The SENCO plans specific activities tailored to children's needs, for example to support their social skills. Staff working with the pre-school children ask questions that help them to think for themselves. All staff regularly teach children about mathematics, such as encouraging counting and recognition of numbers.

Personal development, behaviour and welfare are good

Children spend time outdoors daily and access a range of activities that cover all areas of learning. They develop their physical strength and skills through using different types of equipment. For instance, toddlers learn to manage the steps and develop their coordination when using tools to scoop water and sand. The pre-school children build confidence in managing appropriate risks, such as climbing more-challenging play equipment. Staff teach children about taking care of themselves, including discussing why they need to wear sun cream and wash their hands. Children are offered healthy meals and snacks and have free access to drinks of water. This helps children learn about healthy lifestyles and choices.

Outcomes for children are good

Children make good progress from their individual starting points and gain skills that prepare them for their next stage in learning. They engage with interest in their play and activities. For example, babies investigated with curiosity and confidence. They enthusiastically played with sand and water, and explored the sounds mud-kitchen resources made together, such as saucepans. Toddlers enjoyed searching for and burying 'treasure', using toy diggers and their hands. The pre-school children concentrated well, and listened and followed simple instructions during activities.

Setting details

Unique reference number	EY396413
Local authority	West Berkshire
Inspection number	10086716
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	60
Number of children on roll	115
Name of registered person	Lynch, Paul James
Registered person unique reference number	RP902928
Date of previous inspection	27 November 2018
Telephone number	01189425555

Barn Owl Day Nursery registered in 2006 and is privately owned. It is located in Tilehurst, near Reading, Berkshire. The nursery is open five days a week from 7.30am to 6pm, all year round, except for a week at Christmas. The provider receives funding to provide free early education for children age two, three and four years. There are 19 members of staff who work directly with the children. Of these, 12 staff hold appropriate early years qualifications at level 3 and a further three staff hold qualifications at level 2.

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