

# Inspection of Wise Owls Pre-School

Farnham Royal Village Hall, Farnham Lane, Farnham Royal, Slough SL2 3AX

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Inspection date: 4 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children have many opportunities to develop a love of books. Staff read regularly with them and encourage discussions about what is happening and what the illustrations mean. This interaction helps children develop a stronger understanding of the story. Children are well behaved. They show respect for their environment and resources. For example, they handle and hold books with care as they turn the pages to look at the pictures. Children thoroughly enjoy playing musical instruments and singing rhymes. Children confidently join in with the actions of those rhymes most familiar to them.

Children are happy and feel safe at the setting. They are eager to choose their play activities and make decisions about what to do next. For instance, children confidently access additional resources, such as shells and stones, to adapt their pretend play with cars and small-world characters. Using these, children are able to demonstrate their emerging imaginations and creativity. Nurturing staff have high expectations for children's learning. They provide a commentary to help children gain more from their experiences and build on what they know already. Young children are able to show that they can count to five, follow instructions, and are able to find solutions to simple problems, for example when a stone becomes stuck in a car.

### **What does the early years setting do well and what does it need to do better?**

- Leadership of the setting is good. The newly appointed manager is keen and enthusiastic to help ensure strong outcomes for children's learning. She is ambitious about the ways to build partnerships with parents and promote home-learning ideas. Children and their parents benefit from tailored settling-in arrangements. There are some gaps, however, in regard to the consistency and depth of what staff know about children attending to help staff build an even more secure knowledge of children's family backgrounds and home life, as well as knowledge about the local community.
- Children attending are currently all relatively new to the setting. Staff are efficient in completing the required assessments for children aged two years. This helps them identify any minor gaps in children's learning so they can take prompt action to ensure children receive additional support where needed. A clear focus is made in helping children to build on their language, socialisation skills and physical development.
- Overall, staff have a good understanding of their curriculum. They plan well generally to support children's learning. For example, staff effectively build on activities that help children new to the setting, to settle and play with others. Staff are mindful to provide opportunities that help children enhance their communication skills. Occasionally, however, this planning is too challenging for

the youngest children. For instance, at the inspection, staff used a painting activity to help young children name and mix colours to make new ones. However, staff had not yet helped children to securely learn the names of all these colours. As a result, children became distracted and were more interested in pouring and mixing the paint. Nevertheless, young children were confident to shout out the colour they had learned, for instance 'blue'.

- Caring staff help children to manage their feelings and build positive relationships with others through play. This includes role-play experiences with dolls in the home corner. Children sensitively rock 'baby' to sleep and give cuddles. Staff interact well with children around the play kitchen. They ask children to make tea and toast and then extend the play further by waiting on the children too. Kind, well-behaved children say 'thank you' in response.
- Staff use their curriculum effectively to support children's personal development. For example, staff are helping children to be more aware of the importance of good dental hygiene. Children use toothbrushes and a printed model of the mouth with teeth to learn about this. Staff encourage children to be physically active outdoors. Children develop control and coordination. For example, they use a range of tools as they pretend to cook at the mud kitchen. Staff encourage children to gain new skills and independence. For instance, young children learn to pour water and milk from jugs into their cups at snack time.
- Parents are positive about the care that their children receive. They speak highly of the staff and state that their children have settled happily.

## Safeguarding

The arrangements for safeguarding are effective.

The provider uses robust recruitment procedures to help ensure all staff are suitable for their roles. Staff demonstrate a good understanding of their responsibilities to safeguard children. They regularly update training to embed their knowledge of all aspects of safeguarding matters. Staff confidently respond to questions and scenarios to demonstrate this, including the procedures to follow if they have a concern about a child or if an allegation is made against a staff member. Staff adhere to secure policies and procedures that effectively promote the health, safety and well-being of children. The environment is welcoming and safe. Children show they feel content and emotionally secure.

## What does the setting need to do to improve?

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

- build on staff understanding of the backgrounds and home life of the children attending to help children learn more about their wider community
- enhance the planning of activities to better suit the individual learning needs of children.

## Setting details

<b>Unique reference number</b>	EY554430
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10176929
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 2
<b>Total number of places</b>	32
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	Wise Owls Club Limited
<b>Registered person unique reference number</b>	RP905594
<b>Telephone number</b>	01753 306743
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Wise Owls Pre-School registered in 2017. It is based at Farnham Royal Village Hall in Slough and is open Monday to Friday from 9am to 3pm during term time. The setting receives funding for the provision of free early education for children aged two to four years. The pre-school employs two staff, both of whom hold appropriate qualifications at level 3.

## Information about this inspection

### Inspector

Aileen Finan

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The manager and the inspector completed a learning walk to discuss the intentions for children's learning.
- Separate discussions took place between the inspector, the manager, the provider and parents.
- The inspector observed interactions between staff and children.
- A joint observation was completed with the manager.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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