

Inspection of Wise Owls Pre-School

Woodlands Park Methodist Church, Woodlands Park Road, Maidenhead, Berkshire
SL6 3NW

Inspection date: 7 October 2021

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

What is it like to attend this early years setting?

The provision is good

Children are happy and content at the pre-school. They demonstrate that they feel safe as they access toys and resources within their indoors and outdoors play areas. Children are busy and engaged and have fun playing games and exploring with their friends. For example, children show great delight as they turn over logs in the garden to expose creatures. They collect spiders, slugs, worms and wood lice and further investigate them with magnifying glasses. Staff expertly widen the children's learning as they provide them with reference books displaying photographs of the creatures. They compare the creatures and excitedly comment that the spider is a 'hiding spider'. Daily physical development sessions give children the chance to observe and discuss the effects that exercise has on their bodies. They learn about different foods and the importance of making healthy choices. Children are very well supervised and supported to take risks safely.

There is a clear curriculum to support children's learning and they make good progress over time. Children participate in their learning well and staff join in their play with enthusiasm. Staff implement the curriculum securely and children are suitably challenged to extend their learning. Children who need extra help in their learning receive appropriate support. For example, staff use picture cards to help promote communication with them, to enable them to follow the timetable and know what is going to happen next.

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

- The manager makes sure that the pre-school is inclusive and welcomes all children. Staff ensure individualised care and learning plans are in place for children with special educational needs and/or disabilities (SEND). They liaise with external professionals, such as educational psychologists and speech and language therapists, to support children further. The manager uses additional funding to support children at the times that they need it. For example, staff use funding to provide additional help and provide specialised resources.
- The manager has ensured that flexible settling-in visits have continued throughout the COVID-19 (coronavirus) pandemic. There are very strong partnerships with parents. Despite the restrictions due to the COVID-19 pandemic, staff make sure that they are available to speak to parents each day. They keep parents well informed about their children's development. Parents are extremely complimentary about the nursery. They particularly comment on the care and support that staff provide for children with SEND.
- Staff seek information from parents when their children start at the setting. However, parents are not fully involved in identifying what children know and can do when they start, to enable key persons to plan for children's next steps in their learning and development.

- Leaders place high priority on staff well-being. Staff are happy and feel well supported in their roles. They have regular access to training and opportunities to share their views and opinions. Training is targeted to maximise support for children's individual needs. For example, recent training, to support children who may be on the autistic spectrum, has enabled staff to target their learning and development more effectively.
- Staff are interested in what children are doing and talk to them as they play and explore. Staff offer suggestions to children that help them think about what they are doing. For example, as children make marks on black paper with brightly coloured chinks, staff encourage them to think about how colours change as they are mixed together. Children concentrate for long periods of time and are inspired as they rub the chalk with their hands to make patterns.
- Staff promote children's language and communication effectively. For example, staff working with young children position themselves and children appropriately. This enables children to see their facial expressions and mouth shape as they talk and use sign language with them. Older children listen to staff reading stories.
- Staff have high expectations for the children's behaviour. They reinforce rules and boundaries, such as the importance of not running indoors and the importance of being kind and considerate towards one another.
- Staff consistently structure the curriculum to support and build on what children already know. When children become interested in their play, staff use this opportunity to challenge children's thinking and ask probing questions. However, on occasion, staff do not manage the routine as effectively as possible, to ensure it does not interrupt children's involvement in the activities they are enjoying.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good awareness of their roles and responsibilities to safeguard children. They are confident in recognising the signs and indicators of abuse and the procedures to follow should they have a concern about the welfare of a child. The management team ensures that all staff undertake regular training to keep their safeguarding knowledge and skills up to date. Comprehensive recruitment procedures are in place to ensure that staff are suitable to work with children. Staff follow effective procedures to deal with any accidents and incidents, to promote children's safety and welfare. They know that they can make a referral to their local safeguarding partners if managers do not act promptly on their concerns. Staff are aware of their responsibility to pass on concerns about the conduct of other members of staff.

What does the setting need to do to improve?

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

- build on existing procedures to gather more detailed information from parents about what their children already know and can do when they first start at the setting
- adopt a more flexible routine, allowing for children to follow their interests and expand on their learning by completing activities.

Setting details

Unique reference number	2516426
Local authority	Windsor and Maidenhead
Inspection number	10207924
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	11
Name of registered person	Wise Owls Club Limited
Registered person unique reference number	RP905594
Telephone number	01628 829 328
Date of previous inspection	Not applicable

Information about this early years setting

Wise Owls Pre-School registered in 2019. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time only. Sessions are from 9.15am until 1.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Chris Lamey

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 their evaluation of the provider.
- The manager and inspector completed a learning walk across all areas of the nursery to understand how the early years curriculum is organised.
- The inspector observed staff's interactions with the children during indoor and outdoor activities and assessed the impact this has on the children's progress and achievements.
- The inspector carried out a joint observation with the manager and discussed the children's progress and achievements.
- A sample of pre-school documents were reviewed by the inspector. This included evidence of staff suitability and training.
- Parents spoke to the inspector, who took account of their views.

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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