

# Inspection of Ollie Owl Amersham

Century House, The Broadway, Amersham, Buckinghamshire HP7 0TU

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Inspection date: 15 November 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 develop a positive attitude to learning. They are eager to join in with exciting and generally well-planned activities. Children behave well; they value the golden rules and talk about them with their friends. Children share and take turns. They learn to be independent, which helps them to be more successful in their future learning. Very young children get a tissue, wipe their nose, and put it in the bin. Children learn to serve themselves food at lunchtime and hang their coat up when they come in from the garden. Staff consistently praise children during the daily routine, such as by saying 'good walking' and 'well done', which boosts their self-esteem.

Children enjoy outdoor play and have many opportunities to develop their physical skills. Babies climb frames with the help of staff; they make marks with chunky chalks and dig in the sand. Staff think of new and exciting ways to help children develop their small-muscle skills. For example, they squeeze bottles of paint and use large brushes to create marks on material. Children plant flowers and enjoy digging in the mud to look for 'Superworm'. However, on occasions, when children return to the playroom from the garden, the activities provided are less well planned.

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

- Leaders and managers monitor the setting effectively to identify areas which they need to develop. For example, following consultation with parents, they have improved the information provided about the key person, when a child moves from one room to another. Staff are well supervised by leaders and managers. They have regular meetings where they discuss workload, their key children and professional development. Apprentices say they feel well supported by the staff and management team. Leaders and managers recognise that staff's well-being is important, particularly since COVID-19. They provide access to an independent advice service, which staff can use when needed.
- Staff have a secure understanding of the early years curriculum and know their key children well. Staff observe and assess children to identify any gaps in their knowledge. Staff use the information to inform their planning to help children gain the key skills they need to be ready for the next stage of their learning. Staff have high expectations of children and provide good-quality interaction with children to help them learn. However, on occasions, quieter children are not consistently included in group activities. Where children need further help with their development, staff work with other professionals to get the support they need.
- Staff ask parents to contribute key words in their home language, so they can communicate more effectively with the children. Staff provide many

opportunities for children to learn about different cultures and celebrations. They plan opportunities for children to taste different food from around the world and engage in art activities to help them recognise other important celebrations, such as making poppies for Remembrance Day. Parents contribute to their child's learning by sharing information and photos of their family during celebrations. This enables children to share their experiences with the staff and friends.

- Staff support children's language and communication skills effectively, including those who speak English as an additional language. Babies learn new words, such as the name of the farm animals. When asked what noise a dinosaur makes, they 'roar' in response. Children sing songs to learn the days of the week and use signs to support their language development. Staff regularly read stories, while children cuddle up and listen attentively.
- Partnership with parents is effective. Parents comment they are very happy with the care and education provided. They receive informative feedback from staff and use the app to find out details about what their child has eaten and sleep routines. Staff invite parents to participate in their child's learning, for example by using the autumn treasure bag, which encouraged parents to take their child on a walk to collect items such as leaves. Children later used the items for craft activities and for the 'bug hotel'.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of how to safeguard and protect children in their care. This includes the procedures for making a referral should they have a concern about a child or a member of staff working in the setting. Safeguarding audits identify any gaps in practice, which are swiftly addressed. Effective risk assessments are completed to keep children safe. For example, the provider has installed a defibrillator to enable staff to deal with any life threatening health condition promptly. Safer recruitment procedures are implemented to ensure that there are suitable checks completed to assess the suitability of the staff working with children.

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

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

- review the daily routine to ensure the activities that follow the transition from the garden to the playroom, are clear and well planned
- ensure that staff fully engage quieter children within the planned activities.

## Setting details

<b>Unique reference number</b>	2534682
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10208551
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	65
<b>Number of children on roll</b>	87
<b>Name of registered person</b>	Ollie Owl Ltd
<b>Registered person unique reference number</b>	RP531853
<b>Telephone number</b>	01494725742
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Ollie Owl Amersham registered in 2019. The nursery is situated in Amersham, Buckinghamshire. The nursery is open each weekday, from 7.30am to 6.30pm, for 51 weeks of the year. It is in receipt for the provision of free early years education for two-, three- and four-year-old children. The nursery employ 24 staff. Of these, 11 hold a recognised childcare qualification; both the manager and deputy hold a level 6 qualification.

## Information about this inspection

### Inspector

Maria Conroy

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked about their curriculum and what they want the children to learn.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector observed children, both indoors and outdoors, to assess the interaction between the staff and children.
- The inspector spoke with the management team throughout the inspection to keep them updated as the inspection progressed.
- The inspector spoke to a sample of parents to gain their views of the service provided.

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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