

Inspection of Little Owl Childcare

The Green, Cannock, Staffordshire WS11 1UE

Inspection date: 1 December 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 come into the nursery happily and quickly settle. There is a very positive atmosphere across the nursery. The environment is calm but purposeful. Rooms are bright and inviting, and staff greet children and parents with a warm welcome. Babies flourish in the warmth of staff's caring and thoughtful manner towards them. Children form strong bonds with the staff team. They are quickly engaged in the interesting activities and resources available.

Children have plenty of opportunities to be active. They spend time outside where they enjoy digging in sand, running around, and climbing and balancing on nursery apparatus. This helps them to develop their physical skills and coordination. Children are encouraged to solve problems with the support of staff. For example, they think about how to build a ramp with pipes, so that the objects they roll down go even faster.

Children of all ages develop a love of books. Staff help bring the books to life by reading with enthusiasm and questioning children about what happens next. This supports children's early literacy skills. Children quickly settle into the daily routines and make good progress in all aspects of their learning. They laugh and play with confidence in this friendly nursery.

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

- Staff organise a broad curriculum that builds on children's interests and ideas. This helps to motivate children in their learning. Key staff are experienced and knowledgeable about how children learn and develop. However, on occasions, some newer staff have less understanding of what they intend children to learn as they complete an activity. This means not all activities provided offer children the highest levels of challenge.
- Staff support children's communication and language skills well. For example, they praise babies' early sounds and help to clarify the sounds they make to form words. Children sing many songs and rhymes that develop their vocabulary and introduce them to different patterns of speech.
- Staff observe children as they play and extend children's thinking and learning through positive interactions. Children happily talk about their experiences and interests. Staff quickly identify through their assessments any potential gaps in children's learning and put in place arrangements for additional support. Children with special educational needs and/or disabilities are supported well to achieve their full potential. Staff work closely with parents and other professionals to give children the help they need.
- Staff provide engaging opportunities for children to practise their early writing skills. For example, young children explore mark making using chalks and foam.

Older children take care as they colour pictures and draw on the board. Children develop good listening and concentration skills in preparation for school. However, staff do not always identify opportunities to extend children's understanding of early mathematics. This is specifically with regards to missed opportunities to introduce mathematical language and enhance children's understanding of some mathematical concepts.

- Mealtimes are a social occasion where children and staff come together. Staff act as good role models to the children. They listen when children talk and value what they say. Older children confidently hold conversations with staff and describe past events. Staff use effective questioning when communicating with children to extend conversations and build on children's learning.
- Partnerships with parents are good. Parents speak very highly about the setting. They praise the welcoming, friendly and dedicated staff. Staff share what children are doing and learning with parents using varied methods. Parents say they can see the progress their children are making, especially in their confidence, independence and language skills.
- The leaders reflect on the setting and regularly monitor the quality of teaching. They know staff's strengths and accurately identify areas where practice can further improve. Staff show passion and enthusiasm for their work and enjoy being part of the team. The leaders support staff to ensure their well-being, and they are proactive in reviewing their workload. Staff make good use of training opportunities to add to their skills and knowledge, including seeking specific courses to help them meet children's individual needs.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of safeguarding and child protection. They are aware of the different types of abuse and what signs and symptoms might indicate a child is at risk of harm. They know how to record and report concerns about children's welfare swiftly. Staff teach children about keeping safe and offer gentle reminders about potential hazards, such as the ground being slippery when it has been raining. This helps to prevent accidents and helps children to begin to manage their own risks. Risk assessments are completed regularly by staff, which also helps to keep children safe.

What does the setting need to do to improve?

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

- continue to develop less-experienced staff's knowledge of how to promote the curriculum intent, so that activities are even more relevant to all children's learning
- help staff to develop a better understanding of how to further support children's

mathematical language and skills.

Setting details

Unique reference number	2539416
Local authority	Staffordshire
Inspection number	10208654
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 at time of inspection	0 to 4
Total number of places	46
Number of children on roll	72
Name of registered person	Little Owl Childcare Limited
Registered person unique reference number	RP902740
Telephone number	07980733926
Date of previous inspection	Not applicable

Information about this early years setting

Little Owl Childcare registered in 2019. The nursery employs 13 members of childcare staff. Of these, one holds qualified teacher status, one holds an appropriate early years qualification at level 6 and nine hold appropriate level 3 qualifications. The nursery opens from Monday to Friday, all year round, except for bank holidays, a week at Christmas and one week in August. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqueline Coomer

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector, provider and nursery manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the manager.
- The inspector held discussions with the provider and manager, and parents and children were spoken to at appropriate times during the inspection.
- The inspector looked at a sample of the nursery's documents. This included evidence about suitability and training.
- A meeting was held between the inspector, the provider and 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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