

Inspection of Wise Owls Nursery

Manor Drive, Shurlock Row, Reading, Berkshire RG10 0PX

Inspection date: 12 January 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The quality of teaching across the nursery is variable. Younger children benefit from a variety of sensory experiences as they learn about animals that live in colder and warmer climates. They explore different textures to represent the habitats. However, older children are not always provided with good quality interactions or challenged sufficiently to extend their learning. For example, staff do not consider the many learning opportunities to broaden children's interests, knowledge and understanding about dinosaurs.

Children are confident to access resources independently. They happily choose what they want to play with. For instance, children enjoy filling different containers with water and washing the dolls in the water tray. They learn to share and take turns by using a timer, so the equipment is used fairly. Overall, children behave well and show positive attitudes to learning. Children have regard for others as they pedal on tricycles around the track outdoors. Older children are supported to develop their independent skills, such as putting on or taking off their outdoor clothing. However, at times, staff do not follow good hygiene practice with regards to promptly helping children with runny noses.

Children settle well into the nursery. Staff use information that parents provide to aid a smooth transition. As a result, staff know the children well. For example, parents share their child's favourite songs. The children join in with enthusiasm.

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

- Children are keen to learn. Overall, staff structure the curriculum to build on the children's interests. However, staff working with the older children do not implement the curriculum well enough to ensure there are high expectations of what children can learn, to build on their existing knowledge. For example, older children are asked to identify colours of the dinosaurs, which they already know.
- At times, staff do not prepare well enough for routine activities in the day. There are long periods where older children are left waiting rather than staff engaging in a meaningful way. For example, children sit at tables where there is no activity or wait for a long time until their food is served. However, the staff caring for the younger children work well together and address the children's needs through careful planning.
- Staff have recognised the impact of COVID-19 on the children. As a result, staff focus on developing the children's personal, social and emotional development. Staff have successfully adapted their way of communicating with parents to help support positive relationships.
- Staff support the children to learn about festivals. This prepares children for living in the wider world. For example, children learn about celebrations and

compare how Christmas is celebrated in other countries, such as Poland. Children learn the importance of recognising similarities and differences across other cultures.

- Older children demonstrate their learning of mathematical concepts. For example, children count conkers correctly and show a developing understanding of more or less. This prepares children for their move on to school.
- Staff throughout the nursery help children to develop a love for reading and singing. This in turn supports children's language and extension of vocabulary. Children enjoy listening and engaging with staff when they share books. For example, older children identify and name different dinosaurs, such as brachiosaurus and triceratops.
- Children are gaining some awareness of healthy lifestyles. For example, the importance of washing hands before eating. However, staff do not consistently encourage good hygiene practices and support children to wipe their runny noses to prevent the spread of infection.
- Leaders have an understanding of what is working well and what needs to improve. However, staff do not use risk assessments robustly enough to ensure that potential risks to children are minimised at all times. For instance, staff do not thoroughly check the outdoor environment to ensure it is safe before children go out to play. However, leaders responded quickly. Therefore, no children were at significant risk. Despite this, leaders have devised new systems for children to act as 'safety spies'.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular safeguarding training, as well as discussions in staff meetings. They have a suitable understanding of how to identify the signs and symptoms that a child may be at risk of harm or abuse, including the risk of extremist views. Staff know the local procedures to report concerns about a child or an adult. Leaders ensure that all staff receive appropriate suitability checks to help ensure those working with children are suitable for their role. The premises are clean and hygienic. However, not all potential risks to children's health and safety are assessed and managed appropriately. For example, the outdoor area was slippery with black ice. Despite this, the leaders promptly rectified this during the inspection, to ensure that access to the outdoor area was safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure sufficient information is kept about each child, including information about who has parental responsibility	26/01/2022
ensure all risks and hazards to children's safety are consistently minimised, specifically in regard to close supervision of children when children access the outdoor areas	26/01/2022
support staff's quality of teaching and how to sequence a curriculum that is challenging and builds on the children's secure knowledge and skills, to ensure that all children make good progress.	14/03/2022

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

- support staff to recognise the rich and spontaneous opportunities that arise to provide good quality learning experiences, to engage all children in their thinking and learning even further
- support staff in consistently encouraging children to follow good hygiene practices.

Setting details

Unique reference number	2552691
Local authority	Windsor and Maidenhead
Inspection number	10215772
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	36
Number of children on roll	40
Name of registered person	Wise Owls Club Limited
Registered person unique reference number	RP905594
Telephone number	01628620013
Date of previous inspection	Not applicable

Information about this early years setting

Wise Owls Nursery registered in September 2019. It is run by a company called Wise Owls Clubs Limited. The provider also runs a number of day nurseries, pre-schools and after-school clubs. The nursery is located in the small village of Shurlock Row in the Royal Borough of Windsor and Maidenhead in Berkshire. It is open from 7.45am to 6pm all year round. The nursery employs 10 staff, nine of whom hold childcare qualifications at level 2 or above. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sonia Panchal

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection to establish their understanding of safeguarding procedures and how they assess and plan for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff to work with children.

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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