

# Inspection of Little Owls Nursery

All Saints CE School, Fishers Mead, DULVERTON, Somerset TA22 9EN

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Inspection date: 29 March 2022

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### **The provision requires improvement**

Although there are inconsistencies in the quality of teaching, children settle quickly and are happy, safe, and secure. The new manager has a clear curriculum intent and has begun to mentor staff in implementing this effectively. However, due to staff recruitment problems and COVID-19 illnesses, the manager has not been able to implement all the improvements she would like to. As a result, staff do not always provide young children with meaningful interactions to help them make good progress. Nevertheless, recent changes to the environment ensure children can access resources that support all areas of development. Children explore confidently, finding out how things work and leading their own play. Staff provide effective support for children's language and communication skills, such as helping them to enjoy books and stories. Children eagerly join in with songs and actions, which they practise later in their play. For example, as children push a digger along, they can be heard singing the tune of 'The Wheels on the Bus', and saying 'beep, beep, beep' as they press the horn. Children manipulate play dough and practise using tools, which strengthens their hands, ready for later writing skills. Staff help children to become independent, enabling them to pour drinks and butter toast. Children are beginning to manage putting on their coats and boots.

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

- The new management team recognises the difficulties the nursery is going through and has a clear vision for providing high-quality care and learning. The team has started with identifying an improvement plan, to include parents' and staff's feedback. There is a shared commitment to prioritising staff recruitment and professional development. The interim headteacher is eager to focus improvements at the nursery to underpin children's journey through the school. The managers have already started to seek outside support and other professionals' expertise. However, this is in its early stages and has not had enough time to impact fully.
- The quality of teaching is inconsistent, particularly in the outdoor environment. Staff supervise children and keep them safe, providing additional resources that children request. However, young children sometimes wander around with no real purpose and receive very little interaction from adults to engage them in meaningful play. Consequently, not all children make the best possible progress they are capable of.
- Staff know what children can do and what they need to learn next. They monitor children's development and identify where they need additional support. However, staff are less observant in noticing what fascinates children and identifying their learning as they play. This means that staff do not use all opportunities to motivate and challenge children's development.
- The manager provides a strong role model for staff and they appreciate her

professional guidance. Staff confirm the positive impact she has had so far, including on their morale and well-being. The training they have had on supporting children's literacy development has already had a positive impact on children's development. The manager currently works directly with staff and demonstrates effective practice. For example, she quickly recognises how some routines can provide temptations that impact on children's behaviour. She removes distracting resources and talks to children about the consequences of their actions in a positive way. However, staff are still developing their practice and although they are kind and gentle with children, they occasionally use more negative language.

- Staff meet children's care practices well. They follow hygienic nappy changing procedures and help children to manage their personal hygiene. Children are encouraged to have a healthy diet and have daily opportunities for outdoor play and exercise.
- Children behave well and are curious. They persevere with new tasks, such as learning to use scissors, and listen effectively to adults' instructions. Children have secure attachments to staff. Young children spontaneously go to them and older children for cuddles. Children gain a positive awareness of their own uniqueness and other people's differences.
- Parents comment very positively about the nursery. They state that their children love going and that they have gained confidence and become more sociable. Parents have nothing but praise for the hard-working staff and confirm how well they work with themselves and other providers their children attend. This enables them all to have a consistent approach to meeting children's needs and supporting learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of safeguarding issues, including wider concerns such as online safety and the 'Prevent' duty. The leaders ensure staff receive annual training to keep them up to date and embed their knowledge. Staff know who to report to should they have any concerns about colleagues. The manager and staff risk assess the environment and remove potential hazards. Staff provide good supervision to keep children safe in all areas. There are effective procedures in place to help ensure managers employ only suitable personnel.

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

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

	<b>Due date</b>
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<p>improve the quality of teaching to ensure that staff implement the curriculum intent effectively, to provide children with purposeful play outdoors that helps them to extend and challenge their learning further</p>	<p>29/09/2022</p>
<p>focus staff training on ensuring that they recognise the learning children get from their free play and observe children's interests to know how to motivate children to make good progress in their learning and development.</p>	<p>29/09/2022</p>

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

- take further action to help staff to implement the effective behaviour management procedures consistently and positively.

## Setting details

<b>Unique reference number</b>	EY487444
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10076454
<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>	1 to 2
<b>Total number of places</b>	48
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	All Saints C Of E School
<b>Registered person unique reference number</b>	RP534457
<b>Telephone number</b>	01398 324360
<b>Date of previous inspection</b>	13 May 2016

## Information about this early years setting

Little Owls Nursery registered under its current management of All Saint's School in Dulverton, Somerset, in 2015. The nursery is open from Monday to Friday, 8am to 6pm, for 49 weeks a year. The youngest children are cared for in the school nursery, alongside the three- to four-year-olds. The nursery receives funding to provide free early education for children aged two years. There are four members of staff working with the children. The manager has qualified teacher status, and two staff hold an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Elaine Douglas

## 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 led the inspector on a learning walk around the nursery and discussed the early years curriculum.
- The inspector observed activities and the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's development.
- The manager and the inspector carried out a joint observation. The inspector spoke with staff at convenient times and assessed their knowledge of the children and their understanding of safeguarding.
- The inspector held a leadership and management discussion with the manager, the headteacher and the chair of governors.
- The inspector spoke with parents and children and 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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