

# Inspection of Funky Owls Nursery

111-115 High Street Colliers Wood, London SW19 2HR

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Inspection date: 9 August 2022

<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**

The children arrive at the setting happy and meet the staff with a smile. Children settle quickly in their room and engage in self-chosen activities. They learn to take turns, share, and develop good manners. The environment is well organised and clean, enabling children to make independent choices. Staff encourage children to select resources independently to meet their individual preferences. Babies play alongside others and explore natural materials. The children thoroughly enjoy singing and concentrate well. For example, staff sing familiar songs to children and encourage them to make sounds with wooden spoons. As a result, they move to rhymes with joy.

The staff ensure that children participate in outings daily, and parents speak highly about children's engagement within the community. Staff organise outings well. Children talk about outings with enthusiasm and recall events spontaneously. For example, they talk of going to the local park and playing hide and seek or having healthy snacks with their friends. Children demonstrate a good understanding of daily routines and rules. For example, babies crawl happily to the table at lunchtime to eat nutritious and healthy food.

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

- Staff help children to learn about personal health care. Children are confident and independent. Staff encourage children to wash their hands independently. They show respect and support for children in expressing their wishes and views. The staff ask children's permission before changing their nappy and offer help for older children when needed. This helps to develop children's self-esteem and the confidence required to progress well in the next stage of learning, including school.
- All children make good progress. Staff plan a good range of activities that reflect the children's interests as well as individual needs. Children develop good attitudes to learning and concentrate well in adult-led and self-initiated activities. They enjoy playing with sand and mark-making materials to build hand-to-eye coordination and strengthen muscles. However, some staff occasionally miss opportunities to support children to build on their skills by further reinforcing learning.
- Children have the opportunity to develop their early mathematics skills. They explore shapes and excitedly create patterns with friends and staff. This allows them to learn to engage with their peers and supports them to develop their problem-solving skills.
- Children have good opportunities to learn about the world around them. The setting is committed to using more eco-friendly products and natural materials. The staff use books to teach children about recycling. On outings, they learn

about their community and the negative effect of littering.

- Staff are involved in children's play and interact positively with them. They get down to the children's level to give them their full attention and listen carefully to what they say. This makes children feel safe and secure. Children happily come together as a group to listen to stories and explore books independently. However, children who speak English as an additional language do not have enough opportunities to hear their home language to boost their confidence in speaking English.
- The staff are positive role models for children and teach them about safety. Staff speak to children softly and help them be aware of their safety. For example, they discuss risks before going outside to play. Staff complete risk assessments and ensure that children are closely supervised.
- Parents say they are kept well informed about their children's development and what is happening in the setting through the setting's app and daily chats. They speak highly about children's engagement within the community. Leaders seek feedback from parents and staff to improve the quality of care. They display staff photos in the hallway to allow parents to see all teams working in the setting.
- Children enjoy freshly cooked and nutritious meals and snacks. Children use cutlery skilfully. Mealtimes are a social occasion where children sit and converse with friends and staff. This creates a relaxed and family atmosphere.
- The manager regularly reflects on the provision to identify and build on good practice. She actively seeks the views of parents, staff and children and then uses the resulting information to plan improvements. For example, the manager has plans to introduce a coffee morning for parents and regular meetings with the management team to further enhance information sharing with parents. Staff speak highly of the management; they think leaders are approachable.

## **Safeguarding**

The arrangements for safeguarding are effective.

The staff know how to identify and report any concerns about the children in their care. Leaders ensure that staff attend regular safeguarding training and test the staff's knowledge to keep them up to date. Leaders ensure that outings are effectively risk assessed and help children to understand how to keep safe. For example, the children learn about road safety. Telephone numbers of agencies that deal with children's protection are displayed. The leaders ensure that all staff are suitable to work with children and provide a good induction process to help the new team understand the setting's policies and procedures 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:**

- support staff to identify when to take the lead during activities to ensure that they build on children's existing skills and reinforce their learning.

## Setting details

<b>Unique reference number</b>	2557642
<b>Local authority</b>	Merton
<b>Inspection number</b>	10221645
<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 4
<b>Total number of places</b>	65
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Funky Owls Nursery Ltd
<b>Registered person unique reference number</b>	RP532629
<b>Telephone number</b>	02081277195
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Funky Owls Nursery registered on 1 October 2019. It is located in the London Borough of Merton. The setting operates from 7.30 am to 6pm on weekdays, 52 weeks of the year. There are 31 staff working at the setting of whom two hold qualifications at level 6 and 2 staff at level 5, and 19 staff at level 3 and 5 at level 2. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years old.

## Information about this inspection

### Inspector

Katalin Simmonds

## 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 and the inspector completed a learning walk together. The inspector observed teaching practices and considered the impact these have on children's learning.
- The inspector held discussions with the leaders, staff, children and parents.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector sampled relevant documentation, including evidence of the suitability of staff working at the nursery.

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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