

Inspection of Owls Nest Nursery

164 Broadway East, Northampton, Northamptonshire NN3 2PT

Inspection date: 1 September 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is compromised because not all staff have sufficient safeguarding knowledge. This refers specifically to staff awareness of the 'Prevent' duty and online safety. Staff do not have a confident understanding of their role in protecting children from harm. Although managers have processes in place to check staff competency regarding safeguarding topics, they have not made sure all aspects are fully understood.

Nevertheless, children enjoy their time at nursery and develop strong bonds with staff. New children settle quickly as they take part in settling-in sessions. Babies on their first day snuggle into staff for a cuddle, showing they are starting to feel safe and secure. Staff remind toddlers to be careful as they take part in a large-scale floor painting activity. Children comment the paint is 'slippery' as they walk on the paper. Children are friendly towards each other and are welcoming to visitors. For example, a pre-school child says to their friend 'you can sit next to me' as they point to a chair near them at snack time.

Children show a positive attitude towards their learning as they engage in activities that follow their interests. Pre-school children use their imagination as they play with plastic pipes outside. They confidently engage visitors in conversations, discussing they use the pipes as 'dinosaur tails'. Staff support babies' communication and language development as they take part in singing sessions. Babies smile as they clap their hands and babble back to staff in response as they sing to them.

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

- Although staff complete safeguarding training and are given time to read the setting's safeguarding policies and procedures, some do not have a secure understanding of the 'Prevent' duty guidance. This means they are unable to recognise if a child is being exposed to extremist views. Although managers discuss safeguarding issues during staff meetings, they do not ensure all staff have a secure understanding of radicalisation and extremism. This potentially compromises children's safety.
- Older children confidently talk to staff about the things they enjoy doing at home, such as using online devices and accessing social media platforms. However, staff do not support children to understand the potential risks when using the internet and where they can get help should they need it.
- The management team is passionate about improving the nursery and developing staff skills. They complete regular staff supervisions and carry out observations of staff's practice, providing feedback to help improve their skills. Staff report they feel supported by the managers. During the COVID-19

pandemic, managers kept in regular contact with staff, children and their families. They provided activity packs for parents to help them continue children's learning at home.

- Staff know their children well and are confident to support children with special education needs and/or disabilities. They engage with other professionals to help provide children and families with the support they need. Targeted development plans, which include tailored next steps in learning, help children make good progress. Additional funding is spent appropriately. For example, one-to-one care is provided for children who require additional support.
- Staff plan a variety of activities both inside and outdoors. They encourage pre-school children to remember what they have already learned and extend their knowledge further. For example, as children look at pictures of bugs, they are encouraged to recall that caterpillars build a cocoon before turning into a butterfly. Staff further children's interest as they show them a picture of a silkworm. As children show curiosity, they ask what a silkworm is. Staff reach for an information book so they can find out more. Toddlers develop physical skills and their mathematical knowledge as they take part in 'yoga' painting. They move their bodies to make shapes as they use paint to make marks with their hands and feet. Children receive praise as they correctly identify a diamond shape that staff make with their hands.
- Overall, children behave well. They listen to staff and follow instructions. However, staff do not always ensure behaviour expectations are embedded consistently. For example, some children are allowed to walk away from activities while others are asked to stay. This means children get mixed messages regarding what is expected of them.
- Children benefit from healthy meals and snacks. Staff sit and support children as they eat; they teach babies how to use cutlery to feed themselves at lunchtime. Pre-school children develop their small-muscle skills as they learn to butter their own crackers, using a safety knife at snack time. This supports children to develop independence.
- Parents are complimentary about the nursery and report that staff are 'lovely'. They state communication is great and that they are regularly updated on how their children are progressing and developing. During parents' meetings, staff provide ideas on how they can further support children's learning.

Safeguarding

The arrangements for safeguarding are not effective.

Not all staff have sufficient knowledge of the 'Prevent' duty. They are unaware of the signs and symptoms to recognise if a child is being exposed to extremist views. Staff have not considered ways they can teach children how to keep themselves safe while using internet-enabled technology. This means children's safety cannot be assured. Nonetheless, management have a clear understanding of their roles as designated safeguarding leads. Staff are aware who they need to report child protection concerns to, both inside and outside of the nursery. All staff undergo Disclosure and Barring Service checks. The management team has procedures in

place to ensure all staff are suitable to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all staff are trained to understand and implement the government's statutory guidance regarding the 'Prevent duty'	24/10/2022
ensure staff support children to learn about the potential online risks when accessing the internet and where to get support should they need it.	24/10/2022

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

- support staff to consistently reinforce behaviour expectations with all children.

Setting details

Unique reference number	2542692
Local authority	West Northamptonshire
Inspection number	10215396
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 8
Total number of places	64
Number of children on roll	91
Name of registered person	Owls Nest Nursery Limited
Registered person unique reference number	2542691
Telephone number	01604 401956
Date of previous inspection	Not applicable

Information about this early years setting

Owls Nest Nursery registered in 2019 and is located in Northampton. It is open from 7am until 6pm, Monday to Friday, all year round, only closing between Christmas and New Year and bank holidays. The nursery also provides a before- and after-school club. It employs 13 members of staff who work directly with the children. Of these, 11 hold relevant childcare qualifications from level 2 to 6. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natalie Vaughan Prosser

Inspection activities

- This was the first routine inspection the provider has 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 her evaluation of the nursery.
- The inspector and the deputy manager completed a learning walk together. The inspector spoke with the deputy and staff to gain an understanding of their curriculum intent.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector spoke to the two directors during the inspection to hear how they support the nursery and staff.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection 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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