

Inspection of Wise Owls Day Nursery

Braywick Leisure Centre, Braywick Road, Maidenhead SL6 1BN

Inspection date:

8 November 2022

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

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

Although there is an area of weakness in the implementation of policies and procedures, the provider understands their responsibility to promote children's learning and does this well. Children are happy and excited as they explore the wide range of activities that the nursery offers. Babies enjoy sensitive and caring relationships with staff. For example, they share cuddles while reading stories and point to the elephants in the pictures. As a result, babies settle very well and feel secure in the care of staff. Older children are independent and confident in the nursery. For example, they eagerly explore the nature reserve and laugh with joy as they jump in muddy puddles. Children's physical skills are strong, and they have the curiosity they need for new experiences.

Children's communication and language skills are variable across the nursery. For example, older children develop good language skills as they talk with their friends and staff about butterflies, using a broad vocabulary. Younger children concentrate intently on activities, such as painting, although the support for their language development is slightly less effective.

Staff have high expectations for behaviour and children behave well. For example, they listen and respond positively to staff when asked to walk in pairs to the nature reserve. Children develop a sense of right and wrong. When children struggle with their emotions, staff take appropriate actions to support them. For example, older children register with emotions pictures, such as 'happy' or 'angry', and staff talk to them about why they may be feeling this way. Children are learning the language of feelings.

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

- Although the manager has a clear knowledge of her roles and responsibilities, others in the leadership team do not have the same robust understanding of when to implement policies and procedures. This has previously resulted in a failure to report required information to other agencies. On this occasion, there was no impact on children's safety or well-being. However, this indicates a weakness in this aspect of the provision.
- Leaders have a variety of strategies in place to support staff's professional development, to improve teaching over time. For example, they have regular supervision meetings with staff to discuss what they are doing well and set actions for their next steps in development. Staff feel supported and happy in the nursery.
- Leaders adopt an ambitious curriculum that has a focus on understanding the world. For example, children can enjoy trips to local shops, walks to nature and visits from emergency services. This helps children to learn about the world

around them.

- Teaching is strong, overall. For example, staff enthusiastically encourage children to explore the sand. Children talk about how they are cutting it and it feels 'squishy'. However, there are times when some staff do not recognise when children would benefit from more interaction to extend their learning. In addition, staff working with the youngest children do not consistently focus as well as colleagues working with older children, to promote children's language.
- Staff give clear and consistent messages about healthy foods and oral hygiene. For example, older children enjoy a 'mouth' game that teaches them about what is 'healthy' food and what is a 'treat'. Alongside this, they enjoy pretending to clean their teeth with toothbrushes. Children know how to make healthy choices around food and manage their own hygiene needs.
- Children have positive attitudes towards play and learning. For example, they excitedly make marks with dabbers and try to draw squares and circles with support from staff. They try and try again, and smile with joy when they have achieved this. Children understand mathematical concepts appropriate for their age.
- The nursery has positive parent partnerships. Parents say that staff know the children very well and always have daily verbal feedback on what they have been learning in the day. They appreciate the newsletter and updates on their children's development and use this to support children's home learning. Children make good progress.
- Staff offer children a wide range of experiences that help them to understand what makes them unique. For example, children's parents have recently visited to show the children foods and clothing that they have to celebrate Diwali. Children are learning about people and families beyond their own.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of safeguarding issues. They know the procedure to follow should they need to report any concerns about children's welfare. They know how to spot the potential signs and symptoms that may indicate a child is at risk, including bruising on immobile babies and exposure to extreme views and beliefs. Staff carry out daily risk assessments and this minimises the risk to children. For example, on outings, children wear high-visibility vests and staff remind them to hold hands with each other while they walk. Children are beginning to learn how to keep themselves 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 that all those working with children or making decisions regarding the care of children fully understand all aspects of their roles and responsibilities.	22/11/2022
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To further improve the quality of the early years provision, the provider should:

- enhance opportunities to promote younger children's communication and language skills
- support staff to make better use of their interactions with children to promote their learning.

Setting details

Unique reference number	2604277
Local authority	Windsor and Maidenhead
Inspection number	10251645
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	41
Number of children on roll	29
Name of registered person	Wise Owls Club Limited
Registered person unique reference number	RP905594
Telephone number	07388690250
Date of previous inspection	Not applicable

Information about this early years setting

Wise Owls Day Nursery registered in 2020. The nursery employs 13 members of childcare staff. Five of these hold appropriate early years qualifications from levels 3 to 6. The nursery opens from Monday to Friday, for 51 weeks a year, with the exception of bank holidays. Sessions are from 7.45am until 6.15pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Mandy Cooper

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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed 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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