

# Inspection of Barn Owl Day Nursery

1117 Oxford Road, Tilehurst, READING RG31 6UT

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Inspection date:

1 March 2023

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## **Overall effectiveness**

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## **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

Good

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

### The provision requires improvement

The quality of education and children's overall experiences in the nursery are variable. There are times during the day when the organisation of the routine does not lend itself to creating an orderly and calm learning environment. This means, at times, the youngest children do not receive high-quality interactions.

When teaching is of better quality, toddlers making salt dough learn early mathematics as they are encouraged to count and measure cups of flour and salt. Older children enjoy sorting, matching and colour recognition and gain some of the skills they need for their eventual move on to school. For example, pre-school children develop their concentration, independence and confidence during activities and routines. Children, including those with special educational needs and/or disabilities receive effective support. Overall, children develop their physical skills outdoors. Children find things to do and keep themselves busy in their play. For instance, children enjoy kicking a ball into the goal or develop their early writing skills as they paint at the easel.

Overall, children show they are happy and feel safe. As children arrive at nursery they are greeted by welcoming staff. Children have positive relationships with one another. They enjoy building with large blocks, exploring how to use scissors, and washing the ride-on cars.

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

- The quality of teaching is variable. At times, staff supervise play and do not fully enhance the curriculum and tailor their interactions and the language opportunities provided for babies. Despite this, staffing arrangements meet the needs of the children. Staff have a secure knowledge of their key children, including their development and what they need to learn next. Children enjoy sensory play. For instance, younger children enjoy the texture of uncooked pasta shapes and babies explore the feel of cornflakes as they roll in it.
- Overall, staff offer an appropriate range of activities and learning experiences. However, the organisation of some routines does not always sustain children's interests and, at times, they become unsettled. For example, near the end of the morning session, as staff busily tidy away resources and prepare for lunch and sleep routines, children become distracted in their learning. Despite this, older children are making progress and developing many fundamental skills for their future learning.
- Staff are kind and considerate to the children. They are generally on hand to support children and provide activities that interest them. For instance, toddlers relish as they mix ingredients together to make play dough. Pre-school children enjoy mark making with pencils and paintbrushes. Babies explore their

environment and enjoy climbing the mini soft play equipment.

- Staff recognise that all children enjoy the time they spend outdoors, where they like to play energetically kicking balls or riding on scooters. However, staff do not consistently make the best use of the outdoors and consider how they can fully utilise the environment to support the learning and development of those children who prefer to learn outdoors.
- Children form secure relationships with the adults around them. Children behave well. They are provided with the support they need to understand why their behaviour may have consequences on others. Children learn effectively about the importance of sharing and taking turns.
- The manager provides supervision, ensuring that staff have ample of opportunities to complete mandatory training or to enhance their knowledge. They take part in staff meetings and discussions within their room. Staff report that they work well together and feel well supported.
- The special educational needs coordinator works well with staff to identify activities and to support children's learning. They work in partnership with outside professionals to build effective strategies that ensure children's individual needs are met and that additional support is given.
- Staff obtain relevant information from parents when children first start. Parents are happy with the care provided. They report their children are happy to attend. Parents know who their child's key person is and they are aware of the range of activities their children take part in. Staff work closely with local schools to effectively support children's transfer to full-time education.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a suitable understanding of their roles and responsibilities for child protection. They are aware of the possible signs and symptoms that might indicate a child is at risk of abuse. They know the procedures to take if they are concerned about the welfare of a child. Leaders ensure there are adequate numbers of qualified first-aid staff on site, to give first-aid assistance as needed in the event of an emergency occurring. Staff help children to learn how to manage risk effectively. For example, they teach older children how to handle scissors and cut safely. Leaders ensure appropriate recruitment processes are followed and there are suitable staff working with the children to fulfil the adult-to-child ratios.

## 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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develop the way staff implement a curriculum that focuses on consistently supporting the learning in the baby room and ignites young children's curiosity.	17/03/2023
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**To further improve the quality of the early years provision, the provider should:**

- strengthen opportunities for children to maintain their concentration and exploration during the times when staff leave activities to carry out routine tasks
- extend children's learning outdoors, particularly to ensure those who prefer to learn best in this environment are provided with rich and challenging learning opportunities.

## Setting details

<b>Unique reference number</b>	EY396413
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10262020
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	84
<b>Name of registered person</b>	Lynch, Paul James
<b>Registered person unique reference number</b>	RP902928
<b>Telephone number</b>	01189425555
<b>Date of previous inspection</b>	30 April 2019

## Information about this early years setting

Barn Owl Day Nursery registered in 2006 and is privately owned. It is located in Tilehurst, near Reading, Berkshire. The nursery is open five days a week from 7.30am to 6pm, all year round, except for a week at Christmas. The provider receives funding to provide free early education for children age two, three and four years. There are 21 members of staff who work directly with the children. Of these, nine staff hold appropriate early years qualifications at level 3 and a further four hold qualifications at level 2 and one at level 5.

## Information about this inspection

### Inspector

Anneliese Fox-Jones

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the setting.
- The inspector observed activities in the three main base rooms and garden. She talked to staff about the progress individual children are making and what they want the children to learn.
- The deputy manager and the inspector completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum is organised.
- A joint observation was carried out by the inspector and the manager. The inspector observed interactions between staff and the children and the impact these have on children's learning.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector reviewed relevant documentation, including evidence of paediatric first-aid training. The inspector had a discussion with leaders about the evaluation of the setting and plans for improvement.
- The inspector spoke to parents and children 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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