

# Inspection of Wiseowls Ltd

Wrfc, Limpsfield Road, Warlingham CR6 9RB

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Inspection date: 30 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children rush into this warm and caring pre-school. They immediately settle and choose an activity, making the most of the learning time. They celebrate Easter by throwing hoops onto a blow-up bunny. Laughter fills the air, and they scream in delight as the child holding the bunny makes it more difficult by moving around. This helps children to make connections, bond with each other and make relationships. Children's behaviour and attitudes are good. At the end of carpet time, they wait patiently for their name to be held up so they can put it on a board. They know this means they can choose an activity. Any small squabbles are immediately dealt with. Staff model patience and kindness and use phrases such as 'use gentle hands.' This encourages children to develop empathy and to understand rules.

Staff plan topics to help children find out about the world, such as 'people who help us'. They delight at being doctors and nurses in their 'hospital'. Children have fun as they bandage each other and ask their friends to listen while they test their breathing with stethoscopes. This supports them to find out about jobs that happen in the real world as they become familiar with the equipment and relevant vocabulary. Moreover, it helps build their confidence if they or anyone they know needs to go to hospital.

Children self-select from boxes and understand that they must tidy up what they have before getting out something new. This means that they are learning to be responsible for themselves and are beginning to develop their independence. Children spend time developing their fine motor skills from an abundance of activities. For instance, they take part in problem-solving games, construction activities and write on clipboards. The impressive array of outside vehicles helps to build children's physical skills in a sequential way. For example, they excitedly progress from the trikes to the bicycles and scooters when they are ready to do so.

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

- The staff are diligent in their evaluation of the children. They spend a long time observing them, listening to information from parents and using other forms of assessment. This helps them track children's development to address any gaps in their learning. Staff consider and plan children's next steps. This helps children to make optimum progress and be ready for the next stage of their education.
- Staff swiftly identify children who are working above expected levels. These children are offered a more challenging curriculum. For example, some children sound out the letters of their name and write them correctly.
- Staff set all children challenges. For example, while counting pebbles, they ask

them to create a beach and start a discussion about beach trips. This supports children to build their memory skills. Staff also encourage children to develop persistence. For instance, they say, 'keep going', 'try again' and 'you can do it'. They finish with a high five or give them praise.

- Staff encourage children to build independence and successfully encourage their personal development. Children help themselves to tissues, wipe their noses and put the tissue in a bin. They wash their hands before eating and when coming in from the outside area. This helps children learn good hygiene routines.
- Staff role model the principles of respect, kindness and good conduct to the children in their care. Children regularly demonstrate their understanding of this. They take turns, share with their friends and eagerly offer to help the adults. This helps build children's confidence, and they are proud of their achievements.
- Children find out about their place in the community. For example, they visit local residential homes to share nursery rhymes, and they attend the library for story time. Children who speak English as a second language have good support. Staff celebrate cultural festivals such as Diwali, Chinese New Year and St. Patrick's Day. However, staff do not prioritise offering interesting and ongoing ways for children to learn about other people and cultures outside of their own experience.
- Parents are very happy with the pre-school. They report that staff inform them of their child's progress and that communication is good. Staff communicate through electronic forms and give daily updates in person. Parents say staff listen to what they say about their child's development and use the information to plan for them. Parents appreciate that staff inform them of what the children do at the pre-school so they can continue that at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

The pre-school staff are very knowledgeable about how to identify signs of abuse. They are confident about what to do to ensure that children are kept from harm. They regularly complete safeguarding and child protection training. Staff are confident to talk about the signs and the impact of a broad range of child protection issues. They complete regular risk assessments to ensure that the environment is safe for children. The pre-school ensures that parents are informed about how to keep their children safe on the internet.

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

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

- extend opportunities to strengthen children's awareness of the similarities and differences between people and cultures even further.

## Setting details

<b>Unique reference number</b>	EY333354
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10280100
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Mary Marsden and Michelle Flegg
<b>Registered person unique reference number</b>	RP524873
<b>Telephone number</b>	07790195931
<b>Date of previous inspection</b>	7 September 2017

## Information about this early years setting

Wiseowls Ltd registered in 2006 and is based in Warlingham, Surrey. It is open from 8.30am to 3pm on Monday to Thursday, and from 8.30am to 12.30pm on Friday, during term time only. The setting employs six staff. The manager and four other staff hold appropriate early years qualifications at level 3. The setting receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Kay Beckwith

## 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 took the inspector on a learning walk of the nursery and explained the curriculum intentions.
- Discussions were held with the staff at appropriate times during the inspection and meetings were held with the manager.
- The manager and inspector jointly observed an activity together and then evaluated the quality of teaching and impact on children's learning.
- The inspector spoke to some parents to gain their views and feedback about the nursery.
- The inspector interacted and chatted with children during the inspection to find out about their interests and activities.

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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