

Inspection of Park Families Barn Owls Nursery

Barncroft School, Park Lane, Bedhampton, Havant, Hampshire PO9 3HN

Inspection date: 12 May 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children come into the nursery confidently, excited to see their friends and begin their day. They self-register and hang their coats and bags, supported by welcoming and friendly staff. Children feel safe and secure. Mostly, they settle quickly and become absorbed in the exciting activities available to them. Children who are feeling unsure are offered cuddles and reassurance by caring staff who draw on children's interests to encourage them to join in and become involved.

Children are offered a wealth of activities that broaden their experiences and prepare them for their next stage of learning. Children become engaged with resources that build the small hand muscles needed for early writing. For instance, they mix and knead play dough with their hands. Children then explore with a variety of tools to make their own creations. Staff support children by offering them language to explain the steps they are taking. Furthermore, as children paint freely, staff come alongside them to listen to their explanations of the artwork they have created, offering plenty of praise and encouragement. Children are exploring their creative abilities as they become fully absorbed in their activities.

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

- The manager has high expectations for all children. She creates an ambitious curriculum that staff use to plan effectively for children's learning. The manager has effective processes in place to ensure that children with special educational needs and/or disabilities (SEND) are quickly identified. She works closely with professionals involved with children to ensure best outcomes for all children.
- Communication and language development is supported well. Staff engage in friendly conversations with children and provide them with resources to build on children's language skills. For example, staff collate a book with pictures of the children that reflects on all the activities they have been doing. Children excitedly look at the book together and discuss what they can see.
- The manager carries out supervision sessions with staff and monitors their practice. However, this does not fully support staff to recognise how they can adapt their own interactions more successfully to engage children more in their learning and extend their knowledge and skills. For example, some children often play alone for extended periods of time. At other times, when children show an interest, such as in counting, staff are not fully effective at recognising how to build on their interest and what they know and can do.
- Staff are sensitive in their approach to managing personal care routines. They politely ask children if they are ready to have their nappy changed and clearly explain what they are doing at each step. Children happily talk back to staff as they discuss future toilet training with excitement.
- Children enjoy looking at books independently and have stories read to them by

enthusiastic staff. However, occasionally, staff do not recognise the significance of story time and take children away to get them changed. This is not fully promoting a love of reading for all children.

- Staff support children in learning about the importance of a healthy lifestyle. During mealtimes, staff discuss the benefits of staying hydrated through drinking water. Children learn about the importance of washing their hands before eating to wash all the germs away. Children are receiving clear, consistent messages that promote their understanding of good health.
- Children have access to a wide range of physical activities that build on their skills. They are supported closely by staff as they balance on wooden planks and experiment with different ways of moving across them. Children explore equipment with excitement as they move around freely in the well-organised outdoor play space.
- Children behave well. They have a clear understanding of what is expected of them. For example, children know to access sand timers when they would like to take turns with a toy or piece of equipment. Children demonstrate high levels of respect for one another.
- Parents tell the inspector how pleased they are with the support they have received from staff. They explain the useful communication they receive about their children's learning and progress. Furthermore, parents of children with SEND explain the excellent communication between staff and other professionals. Partnerships with parents are strong.

Safeguarding

The arrangements for safeguarding are effective.

The manager has implemented a robust safeguarding policy, which she regularly reviews and shares with parents. Staff have a clear understanding of this policy. They know the local authority reporting procedure they must follow should they ever have a concern about an adult working with children. Staff can also identify signs and symptoms that may lead them to be concerned about a child. They have a full knowledge on how this must be reported. Staff have also developed their understanding of the 'Prevent' duty and have knowledge of safeguarding concerns, such as female genital mutilation.

What does the setting need to do to improve?

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

- strengthen monitoring of staff practice and ensure that feedback is precise to help staff understand how to adapt their practice, to better promote levels of engagement and extension of learning
- review how story-time activities are structured, to promote a love of reading for all children.

Setting details

Unique reference number	EY462063
Local authority	Hampshire
Inspection number	10285566
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	30
Name of registered person	Park Families Limited
Registered person unique reference number	RP907506
Telephone number	02392475218
Date of previous inspection	11 October 2017

Information about this early years setting

Park Families Barn Owls Nursery is managed by Park Families Ltd. It registered in 2013 and is located in the Bedhampton area of Hampshire. The nursery is open from Monday to Friday, from 8.50am until 3.10pm, term time only. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. The nursery employs four qualified staff, who all have appropriate early years qualifications at level 3 or above.

Information about this inspection

Inspector

Nicola Houston

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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