

Inspection of Barn Owls Pre School

Pirrie Park Bowling Club, 78a Wilton Crescent, Southampton SO15 7QE

Inspection date: 12 September 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive happily at the warm and welcoming pre-school. They are greeted by the friendly staff, who provide cuddles and reassurance. Children demonstrate their understanding of daily routines as they put their belongings away and find their photo name cards during self-registration. They are confident and demonstrate that they feel safe and secure.

Children have positive attitudes to their learning. They are eager to engage in the rich variety of activities that staff have thoughtfully provided, both indoors and outdoors. Staff provide an ongoing dialogue that supports children's communication and language development. Children learn new words through, for instance, games such as 'Guess the Sound'. They enjoy listening to stories during group time. Staff provide opportunities for children to participate during the story. For instance, staff encourage children to answer questions, repeat phrases and anticipate what happens next. This helps to develop their skills in literacy.

Children have access to fresh air and exercise. Staff provide good opportunities for children to develop their gross motor movements. For example, children practise their balancing skills and develop their core muscles while walking on beams, and they burn energy during races. This supports their good physical development. Children develop an interest in nature. Staff plan activities to support children's understanding of local wildlife. For instance, children enthusiastically work together to find and identify insects during bug hunts. This supports their understanding of the world.

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

- The manager has implemented successful strategies to engage all parents in their children's learning. For example, they are provided with home-learning packs. This helps parents to support children's learning at home. Parents highly praise the 'kind and patient' staff. They comment that they feel 'listened to' and that children are 'thriving'. Staff provide regular opportunities for parents to get to know each other during social events, such as the 'King's Coronation' picnic.
- Staff work harmoniously together. They comment that they feel 'happy and valued' by the manager, who is passionate about developing staff practice. Leaders observe practice to identify areas for development. All staff have regular appraisals and access to ongoing professional development through training. Staff are supported to gain further childcare qualifications.
- Children behave well. Staff remind children of the provision's 'Golden Rules'. Children take turns and share resources. They work together to achieve a common goal, such as using construction materials to create a house. However, at times, staff are not consistent in their response to unwanted behaviour.

Therefore, on occasion, children do not receive clear messages and may not fully understand what is expected of them.

- The manager and staff regularly reflect on the effectiveness of the provision and implement strategies for improvement. For example, they recently reviewed the outdoor surface with a view to making changes. However, it was decided that the natural curved surface provided opportunities for children to practise their mobility skills and safely manage their own risks.
- Staff know children well. They tailor children's future learning to their ages and stages of development. Staff provide a rich variety of activities, which inspires children's natural curiosity. For example, children enjoy growing sunflowers. Staff regularly encourage them to compare the size of the flower to their individual height. However, occasionally, during activities, staff do not allow children enough time to process what is being asked before moving on to the next question. This means that children do not always have opportunities to share their thoughts and ideas.
- The support for children with special educational needs and/or disabilities (SEND) is good. The manager, who is also the special educational needs coordinator, works effectively with parents and other professionals to ensure the best outcomes for all children. The manager acts with integrity to ensure that children with SEND receive the highest level of support. She works alongside the local authority to access additional funding for children who require individual support. This helps children to make the best possible progress in their development.
- Children develop a good understanding of healthy lifestyles. They learn where food comes from. For instance, staff and children plant herbs together. They enjoy smelling a variety of herbs and using them in imaginary cooking activities. During the routine for snack, children independently wash and dry their hands. Staff encourage children to prepare and try healthy foods. These practices contribute to their well-being and independence skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff supervise children's play well, inside and outside, to help promote their safety. They know the signs and symptoms that might indicate that a child is at risk of harm. Staff demonstrate a secure understanding of their duty to protect children and report any concerns about their safety or welfare. The manager ensures that staff receive training in safeguarding and provides regular opportunities to refresh their knowledge during team meetings. The manager is proactive in ensuring that staff are suitable to work with children, providing robust recruitment procedures. This helps to protect children's welfare.

What does the setting need to do to improve?

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

- support staff to recognise when to allow children more time to share their own knowledge, think their ideas through and respond to questions, to maximise their learning
- strengthen staff's skills in setting clear expectations for children's behaviour during group activities, to help them to understand what is expected of them and to ensure that all children can fully engage in their learning.

Setting details

Unique reference number	2647672
Local authority	Southampton
Inspection number	10305132
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	32
Name of registered person	Barnowls Shirley Ltd
Registered person unique reference number	2647670
Telephone number	023 81550049
Date of previous inspection	Not applicable

Information about this early years setting

Barn Owls Pre School registered in 2021 and is located in Shirley, Southampton. It operates Monday to Friday, from 8.30am until 5.30pm, all year round. The pre-school receives funding for the provision of free early education for children aged two, three and four years. The pre-school employs five members of staff. Of these, four hold appropriate early years qualifications between level 3 and level 6. The manager holds a level 5 in early years.

Information about this inspection

Inspector

Loretta Murphy

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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector spoke with the manager about the leadership and management of the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.
- Staff and children spoke to the inspector at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum.

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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