

Inspection of The Owl Playschool

Owl Play School, Valley Lane, HOLT, Norfolk NR25 6SF

Inspection date:

22 November 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Staff create a wonderfully calm and welcoming start to the children's day. They greet children with individual care, making them feel special and nurtured. Staff use familiar music and songs to help children feel safe and secure. They hold children's hands and chat to them about their morning. Children enjoy the responsibility of being chosen to complete routine tasks. They show pride in recording the weather and tell their friends, 'It is windy today.' Staff involve children in completing risk assessments. This helps children to feel involved and valued.

Children show excellent attitudes to learning. They explore with confidence and become highly engrossed in new activities. Younger children are captivated by sensory activities. Staff model how to spread shaving foam onto upturned plant pots. They gradually reveal 'wiggly worms' as plant pots are squeezed together. Children are mesmerised and delight in trying it for themselves. Staff respond quickly to children's emerging interests. For example, children show curiosity in packaging used for boxes of chocolates. Children collaborate together to mix paint for their own pretend chocolate. Staff encourage children to make predictions about how the mixture might change colour. They promote positive behaviour and praise children when they share spoons to stir their mixture.

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

- Staff provide a well-planned curriculum based on children's interests. They know children well and can confidently explain where they are in their development. Staff and leaders work together to monitor children's learning and put support in place. As a result, children make good progress.
- Children are very happy and demonstrate strong bonds with staff. They show boundless affection to them throughout the day and delight in snuggling next to staff to hear stories. Staff treat all children with the utmost care and respect. They use nappy changing times to build warm relationships with children. For example, staff sing familiar songs to children, which supports their social development.
- Children are well prepared for the next stage of their learning. They demonstrate independence in their own self-care. They take pride in pouring drinks and chopping fruit at snack times. Staff give gentle encouragement to entice children to master new skills. They demonstrate how to spread butter onto crackers and then step back to allow children time to practise.
- Children's behaviour is very good. They hear bells ring and comment, 'It is time to tidy up.' Children show kindness to one another during their play. They share out toys and say, 'You can sit next to me.' Where minor disputes occur, staff help children to understand how their behaviour may affect others. For example, they

use age-appropriate stories to explain how sharing makes people feel happy.

- Children develop a real love of books. Staff speak clearly to children and read stories with expression. They skilfully use props and questions to help children understand the plot and characters. As a result, children sit enthralled and are keen to join in with familiar words.
- Children with special educational needs and/or disabilities make good progress. Staff are attentive to children's developing needs and demonstrate a good understanding of what best supports children's next steps. They work with other agencies and parents to plan and share appropriate targets.
- Children are energetic and physically active. They enjoy opportunities to dig, climb and run around outdoors. Staff promote children's physical development. They initiate chasing games, such as hide and seek, and encourage children to climb low branches on trees.
- The manager is a strong leader who carefully shares her clear vision and ambition with staff. She provides effective supervisions and training to support staff in their professional development. Staff comment that they feel listened to and valued and say the playschool is 'like a family.'
- Parents comment that their children happily attend the playschool. They say that staff are kind and caring and their children are making great progress. Parents are impressed by the range of activities the playschool offers. However, some parents comment that they would benefit from more support with their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their roles and responsibilities in keeping children safe from harm. They know the possible signs and symptoms of abuse and neglect and show an awareness of safeguarding issues such as county lines. Staff know what to do and who to approach when they have a concern about a child or an adult, including if an allegation is made against staff. Robust procedures are in place to help ensure any new staff members are suitable to work with children. The manager ensures that induction procedures are thorough and timely to support newly appointed staff.

What does the setting need to do to improve?

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

- strengthen support provided to parents to enable them to extend their children's learning at home.

Setting details

Unique reference number	257941
Local authority	Norfolk
Inspection number	10305044
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	25
Number of children on roll	28
Name of registered person	Owl Playschool Committee
Registered person unique reference number	RP523803
Telephone number	01263 715 617
Date of previous inspection	9 February 2018

Information about this early years setting

The Owl Playschool registered in 2000 and is located in Holt, Norfolk. The playschool employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, four at level 3 and one at level 2. The playschool is open Monday to Friday, from 9.05am to 3.15pm, during term time. The playschool provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Oakden

Inspection activities

- This was the first routine inspection the playschool 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 playschool.
- The manager and the inspector had a learning walk together of all areas of the playschool and discussed the early years curriculum.
- The inspector observed the interactions between staff and children.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation together.
- Staff and children spoke to the inspector at appropriate times throughout the inspection.
- The inspector spoke to several parents during the inspection and took account of their opinions.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the playschool.

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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