

# Inspection of Barn Owl Day Nursery

1117 Oxford Road, Tilehurst, READING RG31 6UT

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Inspection date: 25 January 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### The provision is good

Children arrive and settle quickly. The levels of support that staff provide for children enable them to make good progress in their development. They eagerly explore the activities available, and staff deploy themselves effectively. For example, children go on a bug hunt in the garden and use binoculars to help look for the insects. Staff encourage children to share and take turns with their friends, such as through the games they play.

Children have developed positive relationships with staff and show that they feel safe and secure. This helps them to settle into their new environment. Staff support toddlers in their transition when they move from the baby room, and children in the pre-school room are successfully prepared for their move to school. They put their coat on to go out and play and line up to come back into their classroom. Staff help children to learn about a healthy lifestyle. They learn how to brush their teeth and to have good oral health through the games they play.

Staff encourage children to become independent. Children cut the fruit and vegetables they eat for snack and wash their hands before they eat their food. Staff provide opportunities for children to learn about different cultures throughout the year. For instance, they paint pictures and make dragons from junk modelling for Chinese New Year.

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

- All staff have a secure understanding of safeguarding. Leaders and managers update policies and procedures in line with any changes to legislation. They share information with staff to ensure they understand the procedures to follow to keep children safe. Staff supervise children well and ensure their safety during the daily routine. For example, they complete headcounts to account for all children before they return to the classroom. Staff supervise visitors, and a record is kept of anyone coming into the setting.
- Leaders and managers support their team well. They provide regular supervision sessions, which gives the staff an opportunity to talk about their key children and identify training needs. There are good levels of support provided for staff's well-being. Leaders and managers oversee staff practice and check there are no changes to their continued suitability. Since the last inspection, leaders and managers have implemented an effective action plan. The staff team has completed training on enabling environments. This prompted staff to improve the areas used by the babies, making them more suitable to meet babies' needs.
- The curriculum is generally well planned and implemented. Staff are clear on the intent for children's learning. They identify the children's next steps in learning and use their interests to provide a varied range of activities. There is a strong

focus on staff engagement and improving children's language skills throughout the nursery. However, on occasion, staff do not identify opportunities that arise for children to have a go at developing their literacy skills, such as when using recipe cards to make play dough.

- Children with special educational needs and/or disabilities are well supported. For instance, during mealtimes, staff sit close to the children and encourage them to eat their food. The special educational needs coordinator (SENCo) actively supports children and their families, including when applying for additional funding. The SENCo acts promptly in identifying where children may need extra help and makes links with other professionals swiftly.
- Staff promote children's communication and language skills. They regularly read stories and sing songs. Children follow simple instructions and carefully listen to staff. For example, children wait for their turn to go up the slide. Staff blow bubbles to encourage babies to say simple words, such as 'pop'. The babies laugh and show excitement when they reach up to catch the bubbles.
- Parents comment that they feel well informed about their child's care through the daily feedback. The setting has open days to show parents how it implements the early years curriculum in the nursery. Regular newsletters provide information about the planned activities and how parents can become involved, including celebrations throughout the year.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- enhance the support provided to staff to identify opportunities that arise to promote children's literacy skills during activities.

## Setting details

<b>Unique reference number</b>	EY396413
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10283809
<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>	86
<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>	1 March 2023

## 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 aged two, three and four years. There are 18 members of staff who work directly with the children. Of these, 11 staff hold appropriate early years qualifications.

## Information about this inspection

### Inspectors

Maria Conroy  
Nicky Butler

## Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The deputy manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors spoke to children to find out about their time at the setting.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- One of the inspectors carried out a joint observation of group activities with the manager.

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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