

Little Owls Daycare

Inspection report for early years provision

Unique reference number EY409295
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Inspector Lynne Talbot

Setting address The Nene Infant & Nursery School, Norwich Road,
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Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

Little Owls Daycare was registered in 2010 and is governed by the Governing Body of the Nene Infant and Nursery School. It operates as part of the Nene Infant and Nursery School in Wisbech, Cambridgeshire. Children have access to an enclosed outdoor play area. The nursery opens each weekday from 8am until 6pm for 48 weeks of the year. Access into and out of the nursery is at ground level and there are disabled toilet facilities.

The nursery is registered on the Early Years Register. A maximum of 24 children may attend the nursery at any one time. The nursery supports children who have special educational needs and/or disabilities and those who speak English as an additional language.

Members of staff hold appropriate early years qualifications to at least National Vocational Qualification Level 2. The Manager holds an Early Years Professional Status. The setting provides funded early education for two, three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is Outstanding.

Planning for the Early Years Foundation Stage is adaptable to children's interests and supported by planning which shows excellent range and detail. This ensures that children receive experiences that foster rapid progress, given their starting points, overall. Staff create a highly welcoming environment, using excellent safeguarding procedures and thorough risk assessments. They have an in-depth knowledge of each child's needs to ensure that every child is fully included. Partnerships with other agencies, together with those with parents and carers, are key strengths. The managers communicate drive and ambition to secure continued improvement using detailed self-evaluation and reflective processes.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to embed the excellent partnerships with parents and families to fully involve all parents and utilise their skills within the setting.

The effectiveness of leadership and management of the early years provision

Comprehensive safeguarding procedures ensure that children are fully protected. The managers and governors ensure that all persons required undertake the appropriate checks to safeguard children. The daily routines within the premises

and staff vigilance, ensures that safety procedures work at all times. The button coded doors to the daycare, the overall security within the Nene school and close monitoring whenever children move between play areas support the overall security. Risk assessments are comprehensive and completed annually as part of the overall fabric of the premises and daily within all areas used, as well as for any outings. An accident log is maintained and reviewed systematically. The manager, head teacher and governors are highly enthusiastic and have clear expectations for progression. Senior management implement thorough recruitment and induction processes. Staff receive a review after three months employment with appraisals and performance management to ensure that the staff group remains effective at all times. There is clear commitment to ongoing professional development throughout the staff group with personal training plans developed and pursued. Personal targets, a Little Owls target and a whole school target mean that all personnel work towards and value the whole school approach that supports each family and child. Self-evaluation processes are systematic, continually reviewed and extremely effective in sustaining continuous positive improvement.

Children's individual learning styles are fully respected. The provision works in a dedicated space, both indoor and outdoor, set alongside the Wisbech South Children's Centre and as part of the Nene Infant and Nursery School. They are able to use the facilities of the school and engage in joint ventures such as talent competitions for fund raising events or world record attempts. They enjoy other events such as visitors who come to the school to read stories in many languages. The induction for new children and families is thorough and dictated at the pace for each child and family need. The provision offers highly flexible hours of care to meet family needs, including sessions from two hours to a full day; starting within 30 minute intervals. The environment is highly conducive to learning with an excellent range of quality play provision used to achieve the planned goals. Children have free movement between the indoor and outdoor area. Staff are deployed extremely well to ensure that the outdoor environment is accessed as widely as possible for the full range of learning opportunities that it offers. The provision was granted an Outcomes, Quality and Inclusion grant to develop the outdoor area within the 'Spaces and Places for Talking' project to further the whole school commitment to the Every Child A Talker (ECAT) project. Partnerships with parents and others are exemplary and key strengths. The inclusive systems of communication used to engage parents and carers develop consistent partnerships resulting in strong levels of engagement. Questionnaires and newsletters inform parents whilst they, in turn, assist with translating documents into different languages including Lithuanian and Polish. Parents use the 'interest tree' and parent contribution forms to inform staff of development made by children at home. This helps to feed the individual detailed planning. The provision has further work planned to fully utilise the skills of parents and involve all parties, including fathers, within the provision to embed the excellent relationships already formed. Consequently the outcome in children's achievement and the well-being for all children is exceptionally high.

The provision places the promotion of equality of opportunity and personal, social and emotional development for children at the heart of its work. They are highly committed to working in partnership with others and play a proactive role in establishing effective working relationships. Links are maintained with information

passed between the all other provisions using detailed transition documents. Teachers at the feeder schools are invited into the provision with those at the Nene School having regular contact with children ensuring a smooth transition between facilities. The provision works extremely closely with many other professional agencies where support for children is required supporting parents and families through all associated individual plans. Interpreters and medical training are all sought as necessary and the provision are extremely adaptable to meet child and family need. Within the provision they incorporate laminated sheets with simple instructions about everyday events in several languages including Polish and Slovakian. Laminated key fobs show picture clues for children with little or no English helping to endorse the routine. Staff are actively learning key words and phrases in languages to support the families who speak one of the 12 languages spoken throughout the provision and school. These proactive measures challenge stereotyping and promote full inclusion by encouraging children to appreciate all people within the community and wider society.

The quality and standards of the early years provision and outcomes for children

Children are offered well-planned activities that help them to make rapid progress in their learning and development. Assessment through recorded observation is clear and the information gained is used proactively to identify next steps and goals. Progression is fully detailed and closely monitored. Staff use an holistic approach using schemas and the children's interests in order to plan personalised learning experiences in line with the Early Years guidance and expectations. Consequently children make significant gains in their learning. Children are able to influence activities and extend self-initiated learning. For instance a painting activity using paint in trays with brushes is quickly developed by children to explore handprints. Children use increasingly broad descriptive language as they talk about the feel of the paint. A further development is the use of pipettes with children learning about viscosity of the paint as they make marks. Children love to share stories and rhyme. Staff use prop bags for stories, rhyme and poetry to explore with children, giving a voice to non-verbal children. Many books are available in dual language together with new technology which enables children to enjoy stories in two languages consecutively.

Children show an extremely strong sense of security and belonging in the group. They work exceptionally well, independently and with their peers showing excellent negotiation and co-operation skills. For example, children readily accept others into their game of 'running races' taking turns to start the race, or building from wooden blocks. When building they review a book of different types of structures talking about where they live themselves before choosing houses, flats or castles to build. Children use mathematical language confidently talking about the tallest and smallest, and they make clear decisions about adding walls and a roof to keep the rain out. Children work carefully alongside others taking care not to knock anyone else's building over. They show a clear appreciation of the efforts of others around them and express those thoughts giving pleasure to others. Staff build

children's self-esteem by showing them that they value their work and providing a camera for them to take photographs of their work.

Children are very competent in using modern technology. Staff broaden children's understanding when they invite them to help change the batteries before using a video/camera to take photographs all around the provision. They use classroom mp3 voice recorders, walkie-talkies and the computer on a daily basis. Children confidently enjoy mark making and will attempt to write their names using resources indoors and outside such as white boards, chalk boards and freely accessible writing materials. They write for a purpose making shopping lists and experiment confidently.

Children use a range of tools and equipment within the setting and know how to handle these to keep safe. They remind each other that toys will get broken if they are stood on and that they may get hurt if they fall over them. Children use fire evacuation routines that are in picture form and displayed on the walls to help them to understand emergency evacuation. They show concern for a neighbourhood cat that comes to the garden but then runs across the road. Staff are skilled in capitalising on such learning opportunities and extend this to develop road safety projects, car safety awareness, and care for living beings. Children identify risks and hazards within the environment on a day-to-day basis. They carry out risk assessment using photographs with columns to use writing or symbols to record their findings. This means they are practising making decisions based on assessment and are very well informed about personal safety. Children have ownership of their health and independently wash their hands for snack and help to prepare simple foods. The setting benefits from their own cook who produces menus that take account of a balanced diet for the under fives and promote food from different cultures. Children and staff enjoy sociable meal times where they discuss events of the day. Children show a keen understanding of the restrictions placed on some due to allergies or restricted foods. They use meal times to explore integral skills in number, calculation, quantity and general self-help skills. Children know that exercise is good for them and eagerly anticipate and become involved in the dance and drama sessions led by a staff member. They make full use of the inviting outdoor area where they use the 'den' and plant flowers, herbs and fruits in the planters. They take part in large-scale building, learning to take risks under supervision. Children are eager to attend and make significant gains in their learning. They respond to new learning with great enthusiasm showing the attitudes necessary to support them through future learning situations.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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