

Little Owls Daycare

The Nene Infant & Nursery School, Norwich Road, WISBECH, Cambridgeshire, PE13 2AP

Inspection date	31/10/2014
Previous inspection date	26/07/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The standard of teaching is outstanding. Staff demonstrate their first- rate skills as they play alongside children and extend learning at every possible opportunity. As a result, children make excellent and sometimes rapid progress towards the early learning goals.
- Staff plan a wide range of imaginative and highly stimulating activities that helps children to develop new skills and build on what they already know. This promotes a natural curiosity and love for learning which will support them well as they progress on to school.
- Children are extremely happy and well settled in the setting. This is because staff demonstrate a genuine understanding of children's backgrounds and work tirelessly to ensure that each one is emotionally well supported.
- The management team has implemented excellent monitoring and tracking procedures that are informative and used very effectively to promote improvements both in the setting and in partner organisations. This has a very positive impact on children's continued outstanding progress.
- Managers and staff alike, demonstrate an excellent enthusiasm and passion for their work. They have a genuine interest for children's welfare and are especially vigilant to ensure children are safeguarded both in the setting and in the community.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the main rooms and in the outside learning environment.
- The inspector held meetings with the manager, executive principal, vice principal and spoke with children and staff at appropriate times throughout the inspection.
- The inspector and manager took part in a joint observation.
- The inspector took the views of parents into account.
- The inspector looked at children's learning journals, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.

Inspector

Jacqueline Baker

Full report

Information about 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 setting opens each weekday from 8am until 6pm for 48 weeks of the year. The setting is registered on the Early Years Register. A maximum of 50 children may attend at any one time. The setting supports children who have special educational needs and/or disabilities and those who speak English as an additional language. Currently there are 136 children on roll, all are in the early years age range and attend for a variety of sessions. Members of staff hold appropriate early years qualifications to at least National Vocational Qualification Level 3. The Manager holds Early Years Professional Status. The setting provides funded early education for two-, three- and four -year-old children.

What the setting needs to do to improve further

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

- implement the detailed and excellent plans to extend staff's already first-rate knowledge to an even higher level, to improve children's outcomes even further.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are enthusiastic and highly motivated learners who are constantly busy finding out new things. This is because staff have an outstanding knowledge of how important high-quality play experiences are for children and how they can use these opportunities to teach and nurture each and every child. Staff know their children extremely well and because of this, are able to plan exciting activities that will both ignite children's interest and build on their knowledge and understanding effectively. For example, staff lead a pumpkin carving activity. They skilfully teach children about the natural world and talk about how things grow. Throughout the activity, children learn about sharing and working together, as well as how to stay safe when using tools and equipment. As a result, children demonstrate extraordinary levels of concentration as they use scoops and spoons to remove the seeds from the large vegetable. Staff use language that they know children will understand and through conversations, ensure they offer a few new words to extend children's vocabulary. These excellent interactions have a great impact on those learning to speak English as an additional language and, as a result, children make rapid progress in this area of their development.

Staff observe children as they play and make astute assessments of their development. They have recently embraced computer technology to record their findings and further improve the already excellent tracking procedures. Parents are fully involved with their

children's learning and welcome the opportunities to 'stay and play' whenever possible. This enables staff to share ideas about activities and demonstrate how children learn and develop through play. Some parents readily help staff to translate text into their home languages which is attractively displayed throughout the provision. In this way, children not only learn that text carries meaning but this also helps to celebrate children's different cultural backgrounds. Those children with special educational needs and/or disabilities are equally well supported to make excellent progress when in the setting. This is verified by external professionals who work closely with staff to ensure children make the very best progress possible.

Staff know it is important that children are allowed to follow their own interests so they encourage them to explore and investigate independently. Staff skilfully play alongside children and know when to intervene to extend learning and when to allow children make discoveries for themselves. For example, children are keen to plant the seeds they have scooped from their pumpkins. They dig purposefully in the garden, making sure they have the correct buckets and spades to complete their task. Staff intervene proficiently at an appropriate moment as children find worms and other mini-beasts in the soil. Children are fascinated as they put each one in their buckets, counting as they do so and listening carefully as staff tell them about the creatures. Children's enthusiasm for learning is evident as they suggest new ideas to extend their knowledge, such as looking at the computer for pictures of worms. This keenness is an important attribute for children to have, especially as they move on with their education and helps them to acquire the skills they need to be ready for school. All in all, with the excellent support from staff and the wide range of exciting opportunities available in the setting, children have extremely happy early years experiences.

The contribution of the early years provision to the well-being of children

Children show an excellent sense of security in the setting and demonstrate this as they arrive with great excitement, usually leaving parents without hesitation. This is because of the outstanding key-person system and very strong partnerships with parents. Staff are extremely knowledgeable about children's backgrounds, routines and preference. They monitor children's emotional well-being and ensure that where necessary, a targeted approach is taken to supporting each individual. Consistent strategies, such as sticker charts, are used both in the child's home and in the setting to support children's positive behaviours. Due to the insightful approach shown by staff, children soon learn what is, and what is not, appropriate ways to behave.

Staff encourage children to be as independent as possible according to their stages of development. Children know when they should wash their hands and are able to manage their own foods at mealtimes. Children's good health is encouraged by staff as they promote nutritious meals and snacks. Discussions around the meal table help children to make good choices and begin to understand the importance of a healthy diet. The manager is qualified in early years nutrition and has implemented a more balanced menu ensuring children have the best nourishment possible for their good health. Children benefit from free flow to the outside spaces where they can take part in a wide range of physical activities in the fresh air. Staff also lead group sessions to encourage children's

physical movement which further teaches children excellent routines for later life. Staff have a high regard for children's safety and are vigilant as children play and learn. They also encourage children to take some small risks as they play and in this way children are beginning to understand how to keep themselves and their friends safe. For example, children are encouraged to clear away their own toys and sweep sand from the floor.

The setting is extremely well resourced both inside and out. As a result, children are able to make excellent progress across all seven areas of learning. The environment is well organised and supports children's changing needs throughout the day with areas to rest and areas take part in group activities. Children starting at the setting do so gradually and make several visits with their parents. These good opportunities enable children to be emotionally well prepared for changes in their lives and help them to widen their experiences effectively. Children also enjoy frequent visit to the host school where they join in with activities such as assembly or use the hall for physical activities. This also helps children to become accustomed to a school environment and lessens the anxiety when eventually they move from the setting.

The effectiveness of the leadership and management of the early years provision

Leadership is inspirational. The senior management team have clarity of vision, determination and a drive for improvement that is second to none. Staff share their passion and work together tirelessly to improve opportunities and experiences for children. Managers speak about their journey and have embedded excellent self-evaluation procedures in their practice enabling them to continually reflect on their strengths and identify areas where they need further improvements. Monitoring of children's progress is exceptional. The diligence shown to this task means that individual children or groups of children can be easily identified and, where necessary, support targeted in order that children continue to make excellent progress from their starting points. Safeguarding procedures are robust because staff have an excellent understanding of their responsibilities and know how to identify and report concerns they have about children in their care. Links with other professionals involved with children's welfare are exceptionally strong and this means children are well protected both at home and in the setting. Staff are well supported by a wide range of policies and procedures to help keep children safe including the use of the internet. Appropriate restrictions have been installed on computers and tablets and staff have a thorough understanding supervising children at all times.

Recruitment procedures are vigorous and include background checks, interviews, induction and a trial period of working. Further improvements to this procedure have been made recently and this means that only the highest calibre of staff are employed. Professional management systems are integral to working practices and staff benefit from plenty of support and regular technical supervisions to ensure their practice is consistently of a high standard. Nevertheless, managers realise the importance of constantly improving staff skills and have excellent plans in place develop them to an even higher degree. This is welcomed by staff who have a thirst for learning and readily attend training both nationally and locally. They understand the need to use this training effectively and do this

in a variety of ways. For example, staff readily share their knowledge of how children show repeated patterns of behaviours as they play, otherwise known as schemas. They are able to explain how they use this knowledge to improve their planning for children's activities and how this promotes learning effectively. Colourful displays are also shared with parents which, in turn, helps parents to understand why play is vital to children's development.

Parents speak highly of the setting and staff. They appreciate how the setting has close working partnerships with other professionals involved with their families and, therefore, feel this is the best place for their children. Parents also confirm how happy their children are and how well they have progressed since coming to the setting, especially in their language development. Partnerships with other providers and professionals are outstanding. The close collaboration means that children's needs are thoroughly explored and support is coordinated to ensure children make the very best progress in their overall development.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY409295
Local authority	Cambridgeshire
Inspection number	849971
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	136
Name of provider	The Nene Infant School Governing Body
Date of previous inspection	26/07/2011
Telephone number	07443295980

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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