

Little Owls

Inspection report for early years provision

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Inspector	Beverly A Kemp-Russell
Setting address	St Hughs Church Hall, Ashby Road, Scunthorpe, North Lincs, DN16 1NR
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Type of setting	Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Little Owls is privately owned and was registered in 2001. It operates from St. Hughs Church Hall in Ashby, Scunthorpe, North Lincolnshire. The setting serves the local community and surrounding areas. There is a fully enclosed area available for outdoor play.

The setting opens five days a week term time only. Sessions are from 8am until 4.30pm, Tuesday to Friday, and on a Monday from 8am until 1pm for children aged from two to eight years. The setting runs a holiday club to meet parents' needs and by demand. Children are able to attend for a variety of sessions. The numbers and ages of the children attending are consistent with the staffing arrangements and the space available to meet the children's needs. The setting is registered to care for no more than 52 children at any one time. There are currently 94 children on roll attending who are within the Early Years Foundation Stage. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 18 members of childcare staff. Of these, 17 hold appropriate early years qualifications. Three staff members hold a Foundation degree in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children are cared for in a highly innovative, warm and welcoming environment, where they are extremely well supported in line with their individual needs. The inspiring and innovative use of space, resources and learning systems enable children to make outstanding progress towards the early learning goals. Children are fully safeguarded and their welfare is significantly enhanced and promoted through robust policies and procedures which all staff clearly understand. Dynamic and effective partnership with parents, other providers and professionals promotes an integrated, exceptional approach to children's care and learning. Excellent improvements have been made since the last inspection and the setting's appropriate system of self-evaluation is continuing to move the setting forward.

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 develop robust systems for monitoring and evaluating the early years provision further, in order to maintain continuous improvement.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded by effective policies and procedures which are rigorously followed by staff. Robust checks ensure staff's ongoing suitability to work with children. Children flourish in the care of the highly skilled and enthusiastic staff group who are committed to developing their own skills through the sharing of best practice and frequent internal and external training. They are effectively supported, motivated and monitored by the dedicated management team who have high aspirations for all. Thorough risk assessments and daily checks ensure that children are not at risk from hazards. Review of policies and procedures and recent training for staff on child protection/safeguarding issues ensures staff are well informed as to how they protect children from harm and know what to do should they have concerns about a child. The learning environment throughout is thoughtfully laid out and well equipped with high quality toys and innovative resources, rich with symbols, signs, letters and number and fully accessible to all children. The vibrant provision, both inside and outside, creates an environment in which children's learning is stimulated at all times. For example, strategically placed resources, such as natural materials, leaves, conkers, pine cones, shells, programmable toys and ongoing experiments, stimulate children to investigate the world around them.

The setting has a strong commitment to continuous improvement as it strives for excellence. This is achieved through the frequent review, reflection and evaluation of all aspects of the provision and children's learning, and includes staff, parents, children and other professionals. Staff are knowledgeable about new initiatives in child development and eagerly implement them with great effect, such as 'Letters and Sounds'. Consequently, the setting ensures that children thrive and are assured of the best possible outcomes. All staff recognise the need to continue to develop robust systems for monitoring and evaluating the early years provision further in order to maintain continuous improvement.

Children's experiences are enhanced by the staff's responsive approach to the individual needs of children and their families alongside highly effective partnerships with a wide range of other professionals. Parents are exceedingly complimentary about the setting. Parents' knowledge of their own children is actively sought and taken account of, thus ensuring that children settle well and their interests and capabilities are well known by staff when their children start at the setting. They are frequently informed of their children's progress and development through informal discussion and planned meetings. Parents are supported and encouraged to play an active role in their child's ongoing learning and development. This is achieved through a wide variety of opportunities to develop their own understanding of how children learn and practical activities in which they can support and promote their own child's achievements, such as contributing to planning the learning environment and working closely with key workers.

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

Children make excellent progress in their learning and development in relation to their starting points and subsequent achievements. A highly effective key worker system, with additional one-to-one support where appropriate, ensures that children are sensitively cared for and that their learning is supported through excellent knowledge and use of, for instance, different strategies to aid communication, such as words from other languages and pictorial symbols. Staff take full account of children's backgrounds and complex needs. Children's progress is frequently observed and assessed; consequently, planning is responsive to children's interests and their identified next steps in learning. As a result, staff plan an exciting environment which is stimulating and challenging to all children. Staff support children's learning through highly effective use of open-ended questioning to develop independent thinking and choices. Children work cooperatively together and express their everyday experiences as they use small world play, such as, the dolls house and train track. Staff skillfully support and extend children's ideas and learning as they develop and include within their play problem solving, comparison, communication, negotiation, knowledge and understanding of the world and recognition of difference. Children are lively and enthusiastic learners and are eager to try new experiences and thoroughly enjoyed making angel delight. Excellent use is made of programmable toys and taking part in experiments to promote, support and develop children's learning and to help them develop skills for the future. Everyday activities are used effectively by staff to promote children's problem-solving and self-care skills, such as dressing themselves in outdoor weather clothing and independently eating and drinking at lunch time. Children's contributions are highly valued and they delight in viewing themselves in the extensive range of photographs that demonstrate their learning through activities. For example, they have their own picture gallery of experiments, mark making and physical play. All staff knowledgeably provide resources and activities that promote skills to support early mark-making and promote an interest in books and print. These include the use of an excellent range of media, such as paint, pencils, paper, notebooks and clipboards and the location of topic books to enhance imaginative play.

Children demonstrate high levels of independence as they spontaneously follow and understand the reasons for very good hygiene routines. Free-flow play between the rooms and the inside and outside, giving daily access to fresh air, well-planned use of equipment to develop physical skills and nourishing, balanced, healthy snacks, promote children's understanding of a healthy lifestyle. All staff support children to manage their own behavior. They provide positive and enabling role models. Consequently, children's behavior is exemplary. Children are supported to evaluate how they keep themselves safe within their environment. For example, they are aware of not running indoors and of taking care to hold the handle when using the trampoline.

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

The quality of the provision in the Early Years Foundation Stage	1
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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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met