

# The Little Owl Pre School



Reading Scout & Guide Headquarters, 163 Northcourt Avenue, Reading  
RG2 7HG

<b>Inspection date</b>	12 December 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This is a provision that requires improvement

- Staff do not maintain an accurate record of the times of children's attendance as required. This is a breach in the requirements for the early years foundation stage.
- The management team do not offer staff regular supervision and support to improve their personal effectiveness and the quality of teaching.
- Staff are not sufficiently consistent in managing children's behaviour to help them learn right from wrong and how their actions affect others.
- The management team monitors individual children's achievements carefully, but managers do not analyse the information precisely enough to be sure that different groups of children make equally good progress.
- Self-evaluation processes are not used effectively to identify and target all minor weaknesses.

### It has the following strengths

- Staff know the children well and have a strong relationship with them. Children are happy and enjoy a good range of activities that help to support their ongoing learning and development.
- Outcomes for children are good. Staff observe children's learning and development well and individual tracking shows children are making good progress.
- Parents talk positively about the staff and the opportunities that they offer to the children.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure the daily record of attendance contains the actual hours of each child's attendance, in addition to the names of the children being cared for on the premises.	14/01/2019
ensure that staff receive ongoing and effective supervision to help them improve their practice.	14/01/2019

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

- create more opportunities to help children to understand why rules are in place
- improve arrangements for monitoring the outcomes of different groups of children more effectively to address any differences in achievement
- improve self-evaluation to identify all areas of weaknesses, breaches of requirements and areas to improve.

### Inspection activities

- The inspector observed activities and experiences available to children.
- The inspector observed interactions between children and staff and interacted with the children as they played.
- The inspector spoke to some parents about their views and opinions of the provision and considered these.
- The inspector asked staff questions about their work and observed practice with the manager.
- The inspector sampled documentation and undertook a joint observation with one of the managers.

### Inspector

Tracy Bartholomew

## Inspection findings

### Effectiveness of leadership and management requires improvement

The leadership team and staff work well together. Suitable documentation is in place. However, the staff do not maintain an accurate record of children's attendance. This has minimal impact on the children's welfare, although it is a breach in requirements. Safeguarding is effective. Staff are aware of the signs and referral procedures to follow in the event of a child protection concern. Staff track children's individual progress well. However, managers do not review the information precisely enough to be sure that all groups of children make good progress. Suitable recruitment and induction processes are in place. However, supervisions and mentoring procedures are not offered regularly in order to support staff. Despite this, staff have had some training to update their skills. For example, some staff have had paediatric first aid training and some have had training on construction play, which helps them to support children's imaginations and guide their play. Evaluation procedures are not effective in identifying all weaknesses.

### Quality of teaching, learning and assessment is good

Staff plan and provide a good range of activities, which supports children's interests and promotes their learning. For example, children enjoy making Christmas decorations from dough and felt and concentrate well as they decorate them artistically with materials. Staff support children's communication and language skills well. For example, during the inspection, staff talk to the children as they play, and children enjoy singing songs and listening to and interacting with stories. All children are developing good independence skills. For example, they confidently find their own names and look for and hang their personal belongings on their name pegs. Partnerships with other providers involved in children's care are well established to support children's individual needs.

### Personal development, behaviour and welfare require improvement

Breaches in requirements have an impact on why this aspect of the setting is not yet good. Staff support children's emotional development well. For example, they offer comfort as needed, when children are upset. Staff praise children well. However, occasionally, staff do not make the most of opportunities to teach children about expected behaviour, to encourage their further understanding of what is and is not acceptable. Children's health is well supported. For example, staff remind children to wash their hands prior to eating and offer a range of healthy snacks for the children to try. Children have daily opportunities for fresh air and exercise.

### Outcomes for children are good

Children enjoy learning and are developing good mathematical understanding as they play. For example, they recognise numbers and shapes as they complete puzzles and develop an understanding of shape and space as they use bikes outside to negotiate their way through cones. Children are happy and demonstrate good independence as they have fun choosing toys and equipment to play with.

## Setting details

<b>Unique reference number</b>	EY539223
<b>Local authority</b>	Reading
<b>Inspection number</b>	10086643
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	The Little Owl Pre-School Committee
<b>Registered person unique reference number</b>	RP519706
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07958598106

The Little Owl Pre School registered in 2016. It operates from Reading Scout and Guide Headquarters, in Reading, Berkshire. The pre-school employs nine members of staff, seven of whom work directly with the children, and of these five have an appropriate early years qualification and two are working towards a qualification. The pre-school opens during term time only from 9.30am until 12.30pm weekdays with the occasional lunch club. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

