



Oxfam Workplace Nursery

Inspection report for early years provision

Unique Reference Number	EY309265
Inspection date	07 June 2006
Inspector	Jill Milton
Setting Address	Oxfam House, John Smith Drive, Oxford, Oxfordshire, OX4 2JY
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Registered person	Oxfam
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Oxfam Nursery is primarily a work place nursery for children of Oxfam staff. The nursery is located in the new Oxfam headquarters in the Oxford Business Park South at Cowley, Oxford. The accommodation consists of a set of purpose-designed rooms and there is an enclosed outdoor play area.

The nursery opens on weekdays, from 08.45 to 17.15 for 50 weeks of the year. A maximum of 28 children may attend at any one time and there are currently 42

children on roll, between the ages of six months and five years. Of these, 12 children receive nursery education funding. The nursery supports children with learning difficulties or disabilities and those for whom English is an additional language.

The nursery employs 12 members of staff to work directly with the children. All the staff have suitable qualifications in early years. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children enjoy fresh air and exercise on a daily basis. They have direct access to the outdoor play areas where they play with natural materials like sand and water. Children over eighteen months are learning to use equipment like scooters and ride-on toys. They make good use of the large wooden climbing frame to gain confidence in climbing up and down steps. Children spend time resting in the day and those needing a sleep use the time after lunch for relaxing. Staff ensure the baby sleeping room is at a comfortable temperature and they help children settle to sleep. When children wake staff talk to them quietly until they are fully ready to begin play again.

Children eat regular nutritious meals and snacks at nursery and this includes daily portions of fresh fruit. Children quench their thirst when the staff offer them frequent drinks of water. Staff are aware of any special dietary needs of the children and they work closely with parents of babies and toddlers who are having milk feeds and first weaning foods. Children are familiar with hygiene routines during the day as they wash their hands before and after eating. They enjoy sharing amusing stories like 'Doctor Dog' that encourage their awareness of good hygiene. After lunch children all brush their teeth providing them with good awareness of dental hygiene. Staff work consistently to keep the nursery environment clean, though the current routines for nappy changing do not protect children from cross infection very well. Adults do not often use disposable gloves or aprons whilst attending to children in the bathroom.

Children receive care if they are unwell. The staff have satisfactory preparations in place to attend to accidents. The children are developing an awareness of keeping themselves healthy as they collect tissues to wipe their noses. On hot sunny days they collect hats to wear outside and staff encourage play under a large protective umbrella in the garden.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a safe and clean environment where they can move freely and independently. The new premises provide the children with rooms that have lots of natural light and comfortable areas for play and rest. The children access a good range of equipment to help their development, though sometimes the needs of the

younger ones restricts what is available for the older age group. Children use resources that are in good condition overall and they can access items from low storage units for themselves.

Children play safely since the staff have a number of good procedures in place. They monitor the access to the premises carefully and ensure only adults known to the staff collect children. Staff maintain registration documents each day, though they do not record the times of arrival or departure of the adults or children. The staff have thought about children's safety in planning the new premises, for example by installing a safety surface over the whole of the outdoor area or by fitting door guards to prevent trapped fingers. The children learn about safety with simple house rules like not standing on chairs and walking indoors. Children regularly practice fire evacuations of the building and staff use a cot with wheels to safely transport the babies from the nursery.

Staff have a good awareness of child protection issues to protect the children's welfare. Staff attend up-to-date training in child protection to refresh their knowledge of how to address any concerns for a child. The manager ensures only adults who have undergone appropriate checks to work in unsupervised contact with children.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy a happy and active time at nursery. They receive constant care and attention from the adults who work with them. The babies are able to follow their own routines for sleeping and feeding. Once they are mobile they exert their growing independence by choosing where to play and many like exploring water in the tray outdoors. Staff caring for the younger children monitor their development on a regular basis and share this information with parents.

Staff throughout the nursery are familiar with the Birth to three matters framework and they are using their knowledge to plan activities for the children. For all the children under three years this means that they have a good range of experiences through the week. Children move up to the larger room of the nursery as they approach their second birthday. The younger ones in this room appear to cope well with the bigger group of children and there are good levels of staff support. Toddlers find many new and exciting activities in both the indoor and outdoor areas. During the day there is a good balance between restful and active play and younger children benefit from the peaceful sleep time after their midday meal.

Nursery Education

The quality of teaching and learning is satisfactory. The children engage in a sufficient range of activities to ensure they are busy and content. They are making steady progress along the first stepping stones towards the early learning goals in each area of learning. The staff have a sound understanding of the Foundation Stage. However, recent focus on the younger age range means that there is little planning for the children over three years. The staff record dated observations of the children's progress and they regularly report to parents.

The children are sociable and are often seen taking part in co-operative play with their friends. They take turns with games and are confident in making their own decisions about what to play. The children talk frequently to staff and other children and meal times are a friendly social occasion. Older children sometimes help staff with tasks like preparing for sleep time, though miss chances to develop independence, for example by pouring their own drinks. Children are developing a real love of stories in the nursery. They frequently ask staff to read with them and the comfortable sofa provides a cosy time for sharing favourite books. Children can choose to engage in some mark making though there are very few examples of children making progress with early writing. Areas set out like a hospital provide enjoyable opportunities for story making but are not always equipped with writing materials to encourage the children to use their early writing as they play.

Children make much use of the outdoor area for learning. They are actively involved in planting seeds or watering plants and they discuss what may be happening with the staff. They are curious to watch Bill, their giant African land snail, as he comes out to eat a slice of melon and they are aware of the need to wash their hands after handling. On some days the children have access to a computer, though only when a member of staff supervises the activity. The children enjoy making up stories together and using their imaginations. They particularly like the enclosed spaces on the large wooden climbing frame outdoors. They do have opportunities to use paint and creative materials though access to these is limited due to the presence of much younger children in the room. Music times are enjoyable and the children are familiar with nursery rhymes and action songs. They move in time to the beat and clap along with favourites like 'The music man'. Children learn about number when they sing counting songs and they can take one away when counting down from five to one. There are currently no numerals on view to help reinforce number recognition and some sessions can pass with little reference to mathematics in play.

Helping children make a positive contribution

The provision is good.

The children have a happy and settled time at the nursery. They all receive a very warm and personal welcome by the staff. Those who need extra help to separate from their parents receive comfort and distraction to help them engage in activities. The staff work closely with parents when children first start at the nursery to ensure they know the children's routines and preferences. When celebrating birthdays, parents and younger siblings come to share cake at tea-time to highlight the special occasion. Although there are no children currently attending with learning difficulties or disabilities, the staff have training and support systems in place to offer help.

The children are learning more of the wider world and they join in family and staff celebrations through the year. This helps the children to respect others who have different cultural backgrounds. Children play with a good range of resources that reflect diversity in a positive way, for example they play with dolls and take on different roles during play in the 'hospital'. The spiritual, moral, social and cultural development of the children is fostered. Children are learning to behave well at nursery. The staff encourage positive behaviour by praising the children's efforts, for

example when they work together to complete a jigsaw puzzle. They use positive phrases like 'use small voices inside' rather than giving negative messages to the children. The children work together to save up for a group treat as a reward for their good behaviour.

The partnership with parents and carers is good. The parents readily express their satisfaction with the care the children receive. They comment on the good support from staff to help children settle or if they speak no English. Parents receive a good range of information about the nursery, including policies and organisation of the rooms. Staff share daily conversations with families to ensure continuity of care for the children. The relaxed atmosphere of the nursery helps adults to feel welcome. A father spends time sharing a story or a mother returning to work spends time with her child in the baby room. Parents receive regular information about the development and progress of the children.

Organisation

The organisation is satisfactory.

The experienced and well qualified team of adults provide a secure routine and caring atmosphere for young children. They share roles and responsibilities during the day to ensure children receive good levels of supervision whilst they play. There are sound procedures in place for the recruitment of staff to ensure only suitable adults work with the children. Staff receive encouragement to pursue short training courses as part of their professional development. The manager offers staff good support in their everyday work by readily stepping in to provide extra help with the care of the children. The setting meets the needs of the range of children for whom it provides.

All areas of documentation are in place with clear written policies that are available for parents in a helpful handbook. Staff store confidential information securely and retain paperwork for the recommended time. Apart from some lapses in hygiene routines the policies and procedures generally work in practise to promote children's health, safety and well-being. The leadership and management of the nursery education are satisfactory. Although staff discuss issues at their regular meetings they have not clearly identified the current weaknesses in the nursery education. Their efforts in helping the children to have a smooth transition to the new premises have been successful though. The children appear happy and settled in their new environment.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration. The provider is required to keep a record of complaints made by parents, which they can see on

request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the routines for nappy changing so that children are protected from cross infection
- ensure registration documents reflect the times of arrival and departure of staff and children.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure planning takes into account the needs of the children in the Foundation Stage
- provide children with more opportunities to use mathematics and early writing in their play
- monitor the quality of the nursery education more effectively.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk