

Julia Durbin Day Nursery

Inspection report for early years provision

Unique Reference Number 134013
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Inspector Susan Victoria May

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Registered person Child Base Limited
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 good.

WHAT SORT OF SETTING IS IT?

Julia Durbin Day Nursery was established in 1994. It is a private workplace nursery in the grounds of Churchill Hospital in Headington, an urban suburb of the City of Oxford. The nursery is registered for a maximum of 103 children under eight years. There are 175 children currently on roll. Of the children attending the nursery, 35 are in receipt of nursery education funding.

Children attending are drawn from a range of social and economic backgrounds. The nursery is open from 07.30 to 18.30 Monday to Friday, and operates all year round. The nursery is able to support children with learning difficulties and/or disabilities and those for whom English is an additional language. The children are accommodated in purpose-built premises with several enclosed outside play areas. There are thirty four staff members who regularly work with the children, 24 of whom hold recognised qualifications in childcare and education. The nursery is an accredited member of the National Day Nurseries Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

There are comprehensive policies and procedures in place that staff follow stringently to protect children's health and to support their welfare. Staff follow effective hygiene practices and provide good role models for the children. These include, parental consents, consideration to children's medical background, clear practices and ongoing staff training in Health and Safety to ensure children are safeguarded. Staff are sensitive to children's needs and give gentle reminders of routines to help children learn good hygiene practices, such as reminding children to wash hands before eating and after using the toilet. Nappy change areas are spotless, with all the necessary equipment such as wipes and nappy disposal units to hand. 'Step ups' in the bathroom and easily accessible soap and towels support the children's developing independence skills. Older children access the bathroom independently. Children benefit from effective systems to record accidents and the administration of medication. To safeguard children all staff members have first aid training and there is a well equipped and easily accessible first aid box in each area, this ensures children's minor injuries are dealt with effectively.

Children learn about healthy eating and living and play in a clean environment. Staff are good role models and follow good hygiene procedures themselves. For example, they wear specific aprons for making up bottles, serving meals and others for changing nappies; they mop and sweep up spills. Tables are attractively set out for lunch with table cloths and a table decoration of flowers; children have place mats to identify where to sit. The setting employs a cook who prepares and serves healthy home cooked meals. Children's dietary needs are met as staff preparing and serving the food have a good knowledge of; and thorough procedures in place, to ensure that children only ever receive appropriate foods in line with medical or parental wishes. Staff ensure babies and children wear suitable items as clothes protection, such as bibs, and support the younger children effectively to increase their independent feeding skills. There are sufficient quantities for children to have seconds. Children have access to drinks throughout the day.

Children and babies rest and sleep according to their needs and routine and use age appropriate furniture to accommodate their developmental stages, such as cots for the babies and low mattresses for the older children. Children have their own labelled cots and bedding, preventing cross infection and promoting good hygiene practices. Children take part in regular physical activity both indoors and outdoors boosting their development well. For example, the babies enjoy matching movement to music and the older children use the garden where they can explore, test and develop physical control in exciting outdoor experiences. Staff have an excellent knowledge of the birth to three matters framework and incorporate this within their daily routine to enhance the experiences for children under three. This means the youngest children are confident to try out new skills, ask for help when needed and set their own limits within the safe environment. All children enjoy physical exercise, participate enthusiastically in free play, and take part

confidently in organised activities such as the weekly gymnastic sessions. A planned physical programme ensures that all children develop increasing body awareness and have the opportunity to extend their physical skills fully.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Staff continually assess and minimise potential risks to ensure children are cared for in an exciting, warm, secure and safe environment. For example, staff ensure they record all visitors and times of their visits and that children are only ever supervised by persons who are suitable to do so. Excellent arrival and departure procedures safeguard the children's welfare. Parents enter and leave the premises only when identified by staff who answer the door bell. CCTV in each room and at entrances provide a clear picture of who wishes to access or is on the premises at all times. Staff accurately record children's attendance times and they have written permission and information about who may collect the children. There is ample space indoors for children to move and play comfortably and child-sized furniture supports them in their play. Each area has its own enclosed outdoor space from which other areas of the garden can be accessed to offer a wide variety of challenges and experiences. For example, children can explore the fixed equipment obstacle course, the quiet sensory area or the role play area which boasts a 'train', a train station and play house. Children access and use a wonderful range of suitable and safe equipment indoors, which is age appropriate and is attractively and thoughtfully set out to invite children to use, such as the soft play equipment, large and small construction, games, role play and books. Children confidently request and self select additional resources to extend and support their play.

On the premises fire exits are clearly marked and staff and children are aware of the evacuation procedures as this is practised regularly. Senior staff record, assess and amend these drills as appropriate. For example, off site building work meant the route to evacuate babies was no longer the most effective, a change was implemented immediately and the evacuation repeated. This helps ensure children's safety in the event of an emergency situation. The smoke detectors comply with the fire officer's guidelines to ensure children's welfare is maintained and all equipment is checked regularly. Staff are proactive in their approach to help children develop an awareness of keeping themselves safe. For example, through topics they look at the role of people who help keep us safe, such as the police. To reinforce this message planned activities include, role play, art activities, stories and discussions appropriate to the age of the children. When leaving the premises for any reason, for example, on a walk, staff take a first aid kit; all children's contact details and a mobile phone.

Children are protected because staff are totally committed to safeguarding them and take measures to keep them safe at all times. Policies, literature and training support staff in understanding their role in child protection and ensure they are able to put appropriate procedures into practice when necessary

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children arrive happy and eager to participate in the activities of the day and make excellent progress because staff recognise the uniqueness of each child. Staff take time to build caring relationships, this helps increase children's sense of trust and helps them develop their individuality. Children gain confidence and self-esteem as staff praise their efforts and achievements, encourage them to achieve and provide activities which are stimulating, fun and within their learning abilities. Children and babies settle well and are comfortable and relaxed in the setting enabling them to flourish. They acquire new knowledge and skills, increasing their co-ordination, language and imaginative development well. For example, babies sway to and fro as music plays in the background, children play in the post office delivering parcels,

and build with construction toys. The environment is bright and eye-catching as staff value and display the children's work, child related posters and pictures. Staff often join in with children's play, for instance, staff often sit on the floor with the babies encouraging their participation in the range of resources thoughtfully set out to promote their development in all areas. Children are involved in a broad range of planned activities and spontaneous events, which supports their learning. For example, during free play they confidently use the computer, build with construction equipment, and paint on the easel, and access self-rewarding toys that respond when buttons are pressed. Children are keen to share their news and staff listen carefully, show interest and respond appropriately to their signs and gestures. Planned activities such as stories and singing sessions provide opportunities for children to listen to adults and to each other as they share their thoughts and make music together singly and as a group.

Children thrive in the setting and enjoy their time because staff effectively use their skill and knowledge of early year's guidance to enhance their care, such as the Birth to three matters framework and the Foundation Stage. Staff make extensive observations and accurately and regularly update their documentation to provide an accurate record of each child's progress. Children and babies access a wide range of interesting and stimulating activities to increase and reinforce their learning and to foster their curiosity to learn and explore. Staff ask effective questions to help move children's learning forward and anticipate their needs. Children and babies respond positively to adults who are interested in what they do and say.

Nursery Education

Teaching and learning is good. Staff have a thorough understanding of children's skills, interests and needs; they are perceptive to children's interests and extend their language and thinking skills successfully through questioning and dialogue. They plan effectively, monitor and accurately record children's progress and achievements, successfully implemented evaluation practices help improve the quality of teaching and inform future planning.

Staff organise activities and the routine effectively to ensure all children can anticipate and predict what will happen next, for example, photographic time lines help provide a clear visual aid for new children and those for whom English is an additional language. Staff have a very good knowledge of the Foundation Stage and children's individual levels of learning, which helps children to achieve their potential.

Children show an interest in numbers and counting, and use some number names and language spontaneously. They enjoy joining in with number rhymes and songs, and are beginning to complete simple addition and subtraction. Well thought out resources such as the Post Office provide ample opportunities for children to recognise, write and record numbers in both written and numerical form relevant to their play. The outdoor area is successfully incorporated into the planning and children show curiosity and an increasing understanding of the natural world as they dig in the soil, plant flowers, splash in puddles and walk in the sensory garden. A range of tools is available such as magnifying glasses and gardening equipment to help them explore. Children demonstrate increasing skills as staff encourage them to become independent in their personal care, for instance, as they put on their coats and boots for outdoor play, however less consideration is given to promoting independence at meal times when, although children may pour their own drinks, their involvement is minimal. Quiet areas offer children an opportunity to sit alone or with others and look at a wide range of books. Story bags and puppets help children's thinking and imagination as they identify, predict and make up their own stories. Each child has made their own book about 'my family' which includes information and photographs brought from home. Reference books related to topics help children begin to

understand that knowledge can be sought from a variety of sources. Children are confident and articulate speakers and are beginning to use more complex sentences and initiate conversation with their peers and with adults.

Children learn about and take part in celebrating festivals from their own and other cultures, for example, Chinese New Year, Pancake Day, St George's Day, Jewish New Year and Diwali. Children use their senses to explore and participate in activities, handling and investigating a variety of media such as, sand, water and dough, seeing changes and images when painting. Children are becoming confident in using information technology equipment and eagerly complete simple programmes on the computer. Children handle small tools and equipment safely and with increasing control, for example, paintbrushes, pens and the computer mouse.

Helping children make a positive contribution

The provision is outstanding.

Staff know the children extremely well, and form excellent relationships, this is evident in the way they interact with each other and staff. Children are confident, demonstrate developing self-esteem and begin to learn to respect one another's views. Staff introduce children to different cultures, beliefs and traditions through topics, posters and stories. Children access a very good range of equipment, which promotes positive images of diversity in the wider world including non-stereotypical images. The successful inclusion procedures and staff's knowledge of ensuring children with additional needs participate fully in all activities; ensure that all children have the opportunity to reach their full potential. For example, staff liaise closely with parents of children for whom English is an additional language to help them quickly settle and participate fully in the nursery day. Children feel a sense of belonging as staff spend time with them, listen and value their ideas and views. Spiritual, moral, social and cultural development is fostered well.

Children's behaviour is very good, high expectations and staffs positive approach, praise and clear explanations provide a nurturing environment. Staff encourage children to be polite, to say please and thank you and to look out for each other, as a consequence children are confident, and show each other and adults respect and concern. For example, children help each other to find their shoes for outdoor play and are encouraged to listen in group times as they would like others to listen to them.

Partnership with parents and carers is outstanding. Staff actively seek views from parents about their children's needs and interests before the child starts at the setting and on a regular basis throughout their time there. Photographs, details of topics and plans displayed around the setting help indicate further to parents what daily activities their children are involved in and how this relates to their learning. Good communication, newsletters and parents events keep parents informed and up to date. Parents are asked to be actively involved, comment on records and share their thoughts and children's achievements at home with the staff. This positive relationship and information sharing between home and setting benefits the children enormously, reinforces their sense of belonging and ensures their continued progress.

Organisation

The organisation is good.

Children are happy, secure and enjoy their time in the setting because staff offer very good care and attention to their needs. A collection of comprehensive policies and procedures make up the organisational plan that ensures children's care, welfare and learning opportunities are

effectively implemented. These are regularly reviewed and staff kept up to date with changes. All nursery policies and events are clearly displayed for parents along with the certificate of registration, contact details of the regulator and the complaints procedure. A complaints record is in place in line with regulatory requirements; however, this does not always contain all of the required information. The premises layout is well organised and children are supervised at all times as they experience different areas to play throughout the day, including exploring the garden.

The leadership and management of the provision is good. Staff are caring and committed; they receive good support from senior management who recognise the importance of identifying staff's training needs in order to continue to improve the quality of care and education. Staff have regular access to training courses to further update their skills and knowledge. Staff are allocated non-contact time to complete the planning and children's records of achievements. Staff throughout the nursery work well as a team and good communication and guidance provide a stimulating, well-balanced and smooth flowing programme throughout the session that is particularly evident in the Bumble Bees room. On occasion, however, staff in the pre-school room are not always deployed effectively to ensure children benefit fully from the activities and resources on offer. All staff are effectively involved in monitoring and recording of children's achievements. Good evaluation procedures help to inform future planning; thereby contributing to the children's learning opportunities.

The provision meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last inspection, the setting had one recommendation for the care inspection and one for the nursery education inspection. They have made improvements in both identified areas, benefiting the children's wellbeing and developmental needs.

Care

To ensure the Health and safety of the children the nursery, alongside their own policies and procedures, use the services of a Health and safety consultancy who regularly visit and provide comprehensive risk assessments that staff complete on a daily basis. Regular staff meetings provide further opportunities to share Health and Safety information and discuss good practice.

Nursery Education

The outdoor space has been fitted with a range of equipment and offers areas for exciting, challenging and quiet activities. Staff include the garden when planning to provide opportunities for children's learning and to help them develop new skills.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the national standards.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 good.

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):

- ensure complaints log is accurately completed in line with regulatory requirements

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):

- provide further opportunities to promote children's independence at meal times
- ensure staff are deployed effectively to support children's learning

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk