

Oxfam Workplace Nursery

Inspection report for early years provision

Unique reference number	EY309265
Inspection date	29/07/2009
Inspector	Karen Louise Prager
Setting address	Oxfam House, John Smith Drive, Oxford, Oxfordshire, OX4 2JY
Telephone number	01865 472264
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Type of setting	Childcare on non-domestic premises

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.

Description of the setting

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 is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The provision 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 36 early years children on roll. The nursery supports a number of children with learning difficulties or disabilities and those for whom English is an additional language.

The nursery employs 13 members of staff to work directly with the children, ten of whom are qualified to level two or three in childcare. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children enjoy a positive experience of the Early Years Foundation Stage (EYFS), although the progress in learning and development of the youngest children is quicker than that of the older ones, owing to the way in which the nursery rooms are organised and managed. The staff offer a secure and welcoming environment where most children are valued and respected as individuals. A suitable range of activities is provided for the children that generally reflects their stage of development and the interests of most children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop knowledge and understanding of diversity to ensure that children's culture and home language is valued throughout the setting
- improve the deployment of staff, space and equipment to ensure they are used effectively to fully support children's learning and development
- develop records to ensure children's progress is tracked and that planning is relevant to individual children's interests
- develop the support for children to ensure that challenging and motivating learning experiences are consistently provided for all children
- improve hygiene procedures when preparing to feed children

The leadership and management of the early years provision

Children are cared for on a day to day basis by a well qualified and enthusiastic staff team. The staff have a good understanding of their important role in safeguarding children. All staff have attended safeguarding training and know the correct procedures to follow if concerned about the welfare of a child. Appropriate recruitment procedures are in place. The premises and equipment are suitably maintained and a comprehensive risk assessment is in operation. The promotion of children's good health is generally well supported through suitable hygiene procedures are not consistently followed when preparing for meals and snacks.

Staff carry out regular self evaluation and have a positive attitude towards self improvement. The manager has ensured that the recommendations from the previous inspection have largely been acted on. The setting also works with the local advisory teacher and makes improvements based on recommendations raised through a variety of quality checks. This is rightly seen by the manager as an important on-going feature of the nursery's development. The range of resources are suitable to support children; however, they are not always efficiently deployed. This means, for example, staff who cover for absences over the lunch time period have an insufficient knowledge of the children they are caring for and toys are not always well presented to the children.

The staff value the partnerships with parents and others and as a result most children are well supported, though the learning environment does not ensure that the identity of all children is valued. Policies and procedures are shared effectively with parents and notice boards in the entrance to the building provide further relevant information. Daily verbal feedback and access to children's individual records ensures that parents are aware of their child's progress. The setting has started to consider extending its links with other providers to aid the support of children when they transfer, though this is in the early stages of development.

The quality and standards of the early years provision

Children are warmly welcomed at the start of the day and quickly settle in to play. They appear relaxed and generally relate well to others. Staff demonstrate a good awareness of how to support children's learning and development effectively, such as when they help babies to climb onto a rocker or sit with children as they fall asleep. However, this is not consistently practised with the older children. Planning and the organisation of the children's day is inconsistent. Children have some organised structure to their day through the provision of snacks, meals and a rest period. However, in between these times older children have little focus, and support for their learning is inconsistent. Staff undertake some written observations of the children which are then linked to the early years curriculum though these do not yet build to show progress and links to planning are inconsistent.

Children have regular opportunities to play with a range of activities outside in the enclosed play area. Children become engaged in some activities, such as painting

the 'train' in the garden. They enjoy role play activities, either those initiated by themselves or those developed by staff. Children develop a love of books and eagerly join in with favourite stories. Younger children learn good communication skills as they begin to learn basic signing to support their growing vocabulary. Children are gaining some appropriate social skills. Behaviour is generally managed well by staff who encourage children to share resources and to take turns. This means that children are beginning to develop the habits and behaviours appropriate to good learners and are beginning to understand the needs of others. Children also contribute to the care of their environment when they are encouraged to tidy up before they eat snack.

The premises are clean, warm and generally welcoming to those who enter. However, the organisation of resources and displays is, at times, haphazard and does not readily invite children to fully engage with their environment. There is a good range of measures to promote children's safety. Doors to the building and garden gates are secure and children are taught to walk indoors. Children learn to keep themselves safe when they are reminded, for example, not to run indoors and staff are seen to be vigilant regarding children's safety. Children are encouraged to adopt a healthy life style. Older children are helped to wash their hands before eating though this is not consistently practised throughout. Also the preparation of bottle feeds for babies does not follow current best practice guidelines. Children benefit from eating a range of healthy lunches which are cooked on the premises.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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