

# Child First Banbury

Inspection report for early years provision

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EY342515

**Inspection date**

15/07/2010

**Inspector**

Lynn Dent

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Child First Banbury is one of five nurseries run by Child First Nurseries Limited. It was registered in 2006 and operates from three base rooms and other areas throughout the building which is a converted museum in the centre of Banbury in North Oxfordshire. There are two steps to access the front of the premises but there is level access to the rear. Younger children are cared for on the first floor of the property which is accessed by stairs.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 90 children at any one time. There are currently 78 children aged from six months to under five years on roll, some in part-time places. The setting is in receipt of nursery education funding and provides care for children from the surrounding area.

The nursery is open each weekday from 7.30am to 6.00pm for 50 weeks of the year, closing for a week at Christmas and five staff training days throughout the year. All children share access to secure outdoor play areas. The nursery currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The organisation employs 17 staff. Of these, 14 hold appropriate early years qualifications, one holds a qualified teacher status and two are working towards a qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development because staff engage them effectively in a range of stimulating experiences. Developmental records show the progress that children are making. Overall staff carry out the settings hygiene procedures to protect the children's health and welfare. Staff work closely with parents and other professionals ensuring their individual needs of the children are met. The required personal information about the children is in place and most of this is easily accessible. A good range of systems are in place enabling the management and staff to be effective in improving the ongoing childcare practice.

## What steps need to be taken to improve provision further?

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

- improve the assessment and monitoring systems to more regularly update children learning priorities and next steps in their development
- improve the risk to children's health; this is with regards to water play in the

first floor outdoor play area

## **The effectiveness of leadership and management of the early years provision**

Robust recruitment and vetting procedures ensure that staff caring for the children are suitable to do so. The induction process ensures that staff are armed with the knowledge and skills to implement the settings policies and procedures. Children's welfare is protected because staff can clearly identify the indicators for abuse and neglect and are confident to record and report concerns to the management and the relevant agencies. Robust systems for risk assessing the premises, resources and outings ensure that children's safety is maintained at all times. Staff are vigilant in ensuring that stair gates are kept closed and exterior doors are kept locked. Consequently, children are kept safe from unknown adults as no-one enters the building unless identified.

A range of methods are used to enable the setting to self-evaluate its effectiveness. This includes the management and staff working together to identify good practice and areas for improvement. As a result, clear action plans are in place to ensure that improvements are addressed in a timely manner. The recommendations from the last inspection have been addressed showing a commitment to improve the standard of the provision. Staff are encouraged and supported to improve their professionalism through recognised training and the organisations own in-house training programme. Staff can explain how the written policies and procedures are implemented to underpin the care of the children. However, during the inspection the water tray on the first floor terrace was not sufficiently cleaned before use. Therefore, posing a risk to younger children's health. Overall staff consistently implement the settings hygiene procedures; particularly when changing nappies and serving food. Consequently, overall children's welfare is maintained.

Children are making good progress in their learning and development because staff effectively plan and provide a wide range of activities and experiences both indoors and outdoors. Consequently, they can explain what they hope children will achieve from the activities provided. Planned activities are evaluated to ensure the aims are met and to determine how to extend the experience for future use. The key person system works well in practice enabling staff to provide effectively to meet the children's individual needs. The effective organisation of the setting means that all children have free access to the outdoor play areas. Older children are very confident because they free-flow between the rooms on the ground floor and make active choices about what to do. All staff engage children well, moving around the premises to accommodate their choice of play, but, are skilled in knowing when to stand back and let children develop their own experiences.

Information about the children is collected from parents at induction; this is regularly updated through daily discussions, diaries and meetings. Thus, enabling staff to build on children's interests through focussed activities and free play. Records are in place to show children's achievements in their learning and development. However, these do not fully reflect their next steps because they are

not always updated regularly. The management are aware of families where certain individuals have parental responsibility for the children. However, as these details are not included on the registration form this information is not easily confirmed when needed. Partnership working with other settings that children attend, other professionals and schools enables consistency for the children to be promoted.

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

Children are happy and feel safe in the setting because staff work well together as a team and provide a caring atmosphere. As a result, children quickly settle and are happy for their parents to leave. Children learn how to keep themselves safe and promote their good health during daily routines. As a result, they understand the importance of good hygiene and healthy eating. They regularly practise the fire drill and have visited the local fire station to help them learn about the dangers of fire. This visit also helped them to learn about those in the community who help them.

The setting has a separate dining room which is set out so that older children can free-flow for snacks, encouraging them to make choices about when and what to eat. Meals times are social occasions when children interact with their friends and learn good table manners. Older children and toddlers are encouraged to develop their independence as they serve themselves and pour drinks. Older babies are encouraged to try and feed themselves. Children are protected from illnesses and the spread of germs because the setting has clear procedures and exclusion periods in place when they are ill.

Good use is made of each room allowing children to engage in different activities. Babies have space and toys to help them develop their independent walking. They enjoy exploring everyday objects and brightly coloured developmentally appropriate toys. Staff are mindful of baby's early choices of play. For example, children are playing in the water; some thoroughly enjoy this experience and shriek with joy as they splash themselves, their friends and the staff. Others who are a little more reticent are effectively supported by staff who use time as a sensory experience until they are confident to fully join in. Toddlers are learning to take turns and develop their language through a range of experiences. For example, staff engage them in a sound lotto game and ask the children what they can hear and to match the noise to the pictures on their lotto cards. They also enjoy playing musical instruments and matching their movements to words as they sing familiar rhymes and songs.

Good use is made of the outdoor play areas. Older children particularly enjoy growing flowers and vegetables and become excited as they find the first green bean that they have grown and take this indoors to be cooked for their dinner. Children learn about the wider world through interesting activities, such as, making masks and cards, tasting foods with chopsticks and learning about different ways of writing during celebrations for Chinese New Year. Children learn about the local environment, mini-beasts and life cycles as they look for these and have recently

tried to hatch duck eggs. All children are learning to mark marks on paper and more able children are able to write independently. Children enjoy creative activities, such as, making mini-beasts with play dough and painting these to replicate what they have seen. Children spend time solving problems and learning about time as they put together a clock jigsaw and make their own wrist watch using a range of materials to do so.

Children develop good self-esteem because they receive praise and encouragement from staff who are positive role models for good behaviour. In the few minor incidents of children not sharing staff intervene and gently explain to the children why this is important. As a result, children quickly and happily play with their friends. The setting cares for children from a range of cultures and backgrounds. All children feel involved in the inclusive setting because positive images and words in different languages are displayed around the premises. Children with special educational needs are effectively helped to make good progress because the staff work closely with parents and other professionals to ensure that realistic goals are set and achieved by the children. The white room is used effectively to engage children who need time out with one-to-one support from staff. This room is also used as a blank canvass to help children develop their imagination with a range of resources.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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