



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 134033

DfES Number: 515120

### INSPECTION DETAILS

Inspection Date 24/02/2003  
Inspector Name Claire Elizabeth Johnson

### SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care  
Setting Name Sandfield Day Nursery  
Setting Address Sandfield Road  
Headington  
Oxford  
Oxfordshire  
OX3 7RH

### REGISTERED PROVIDER DETAILS

Name Childbase Ltd

### ORGANISATION DETAILS

Name Childbase Ltd  
Address Kingston House, Northampton Road  
Newport Pagnell  
Buckinghamshire  
MK16 8NJ

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Sandfield Day Nursery opened in July 1993. It operates in a purpose-built, single storey building. The building is divided into 4 group rooms for the different aged children. The nursery is situated in the grounds of the John Radcliffe hospital; priority for places is given to employees of the Oxford Radcliffe Hospital Trust (ORH). Further places are offered to the general public. The nursery is registered to care for 52 children aged 0-5 years. This includes places for 7 funded three year old and 8 funded four year olds. There are currently no children with special needs and the group supports 4 children with EAL. The group opens for the core hours of 08:00-18:00 with the flexibility of offering an additional half-an-hour of care at both ends of the day. The group runs with 15 staff members and a cook. The majority of the staff are qualified or working towards a qualification. The group works alongside the EYDCP.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Sandfield Day Nursery offers good quality education where children make generally good progress towards all six areas of the early learning goals. They make very good progress in Knowledge and Understanding of the World and Personal, Social and Emotional Development.

Teaching is generally good with some very good aspects. The key strengths in Personal, Social and Emotional Development and Knowledge and Understanding of the World occur because of the staff's skill in integrating children with English as a second language, providing a rich and stimulating environment. For example, displays of children's work and photographs of children exploring the environment in homemade books which are used well. Children aged 3 are taught very well: staff extend their language by using open questions; children listen, concentrate and are fully involved. The more able 4 year olds are not being extended fully and not all staff are fully briefed to extend children's learning. There has been some lack of continuity in teaching children due to changes in staff. Plans and records of children's work are well structured and available for staff and parents to see.

The setting is well-led and managed and staff are encouraged to develop high standards by the Childbase Nursery chain. This is fostered by very good communications between the settings where good practice is shared and celebrated in well produced booklets.

The partnership with parents is generally good with opportunities for parents to come into the nursery, have access to their own children's progress files and check the plans. Because of some staff changes, continuity can mean some parents find access to key workers difficult but the nursery plans to address this by ensuring that parents are as fully informed as possible.

### What is being done well?

- The nursery provides a stimulating environment with excellent displays of children's work which help children, parents and staff to promote children's learning.
- The staff work as a team, setting good role models for the children, who are happy, lively and interested.
- Very good progress is made in Knowledge and Understanding of the World and Personal, Social and Emotional Development.
- Thorough plans are kept in all areas of the Early Learning Goals.

### What needs to be improved?

- more challenge for the more able four-year-olds in reading and mathematics
- the extension of children's access to creative material and musical instruments
- the briefing of staff to help children to extend their language in mathematics
- the clarity of staff rotas so that parents are always aware of any changes
- the continuation of planning of activities and strategies to help 3 years olds understand and link games with counting
- more challenge for 4 year olds in the area of physical development.

**What has improved since the last inspection?**

The records of the children's work; the outside area is more stimulating; all Early Learning Goals well met for three year olds.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children respond positively to staff, develop social skills, behave well and understand right from wrong, as adults talk to them about feelings. They are keen to join in with activities and their levels of concentration are high. Their confidence and independence is promoted through the sensitive support of the staff and they learn to respect those who speak English as an additional language.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The programme for communication, language and literacy is generally good. Children listen and respond to staff during storytime. Staff extend children's vocabulary by asking them what words mean, e.g. spectacles. Children aged 3 and 4 years are learning to link sounds with letters, name sounds in the alphabet and write their names. There are no opportunities for more able 4 year-olds to begin to read or take books home. Children learn French and English words, e.g. when counting up to ten.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Mathematical development is generally good and funded three year old children are making good progress towards the early learning goals, although the more able 4 year-olds are not being extended. For instance, there are missed opportunities to extend their thinking as some staff are not given guidance.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children make very good progress towards the early learning goals for knowledge and understanding of the world. Thorough planning of a comprehensive programme reflects the cultures of children attending who speak English as an additional language so that they are valued and integrated. There are excellent displays showing children which are photographically recorded and kept in children's personal files and in home-made books benefiting other children, staff and parents.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress towards the early learning goals for physical development. There is a variety of provision indoors and outdoors and 3 and 4 year-old children are developing well and moving confidently with control and co-ordination. Children help themselves to water when they are thirsty. The provision is limited for the more adventurous 4 year old children, for instance the climbing frame is small and low which does not challenge and inspire their sense of adventure.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Progress towards the early learning goals in creative development is generally good. Children are encouraged to use their imaginations and express their ideas in a variety of ways, using all their senses through music and movement, role play, singing, feely bags and a variety of collages. However, there is a lack of opportunity for children to help themselves to musical instruments (which are on a high shelf) and collage materials (rotated only) to give opportunity for unstructured creativity.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Extend the learning for more able 4-year-olds in reading and mathematics, by ensuring that records of children's progress are used fully in planning their learning towards the ELGs and ensuring that all staff are made fully aware of how to help them reach their full potential.
- Continue to extend the outside play area to provide challenge for maturer, physically able children.
- Continue to inform, reassure and include all parents in changes in staff; their roles, accessibility of key workers, duty rotas, building extensions and by giving them opportunities to express any anxieties this may cause.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*