



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 134013

DfES Number: 513307

INSPECTION DETAILS

Inspection Date 05/08/2004
Inspector Name Claudia Padfield

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Julia Durbin Day Nursery
Setting Address Roosevelt Drive
Old Road
Headington, Oxford
Oxfordshire
OX3 7JU

REGISTERED PROVIDER DETAILS

Name Childbase Ltd 2418535

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 of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

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 93 children between the ages of six weeks and five years. There are 159 children currently on roll. Of the children attending the nursery, nine of the 23 four-year-olds and 30 three-year-olds 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 18.30hrs Monday to Friday, and operates all year round. The nursery is currently supporting a child who have been identified as having special educational needs and several for whom English is an additional language. The children are accommodated in purpose-built premises with large, enclosed outside play areas. Thirty one staff regularly work with the children, 18 of whom are suitably qualified in childcare and education. The nursery receives support from the Early Years Partnership.

How good is the Day Care?

Julia Durbin Day Nursery provides good quality care for children. Children are happy, content and secure in their surroundings. The staff interact effectively with the children and good relationships are evident. Staff make good use of the space to promote the children's all round development. Staff have a consistent approach to their work and are well-deployed throughout the nursery, working well as a team.

High priority is given to ensure the children's safety and to minimize any potential risks. Staff act as positive role models to promote health and hygiene. Staff understand the need to protect children and the procedures to follow if concerns arise. Staff use praise and encouragement to foster the children's self esteem and independence. They have many ways of sharing these with parents and carers, such as Rays of sunshine with positive comments about the child's day.

The staff work well as a team, planning and developing an interesting and

stimulating range of activities which promote the children's thinking, creativity and understanding of the world in which they live. Children's learning and play is supported well by staff who provide a good range of challenges to suit the individual child.

The group have very good working relationships with parents. The setting provides good quality information which is updated and shared with the parents as required. Notice boards and whiteboards are used to inform parents further about the activities the children undertake.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The staff provide a wide range of interesting and stimulating activities utilising the outdoor play areas. They have a secure knowledge and understanding of the children's individual needs, which are catered for appropriately
- Children develop confidence and a sense of security in their surroundings. Children have good opportunities to self select and access equipment they wish to use. Staff provide many opportunities for children to work together and encourage a sense of community.
- Staff keep detailed records and observations on the children, which they share effectively with parents to inform them of their child's progress.
- Staff work well together as a team to provide an interesting and stimulating environment for the children.
- All relevant documentation is in place.

What needs to be improved?

- Health and safety checks: to identify hazards in and outside of the premises e.g. leaking drain pipe.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
4	Ensure health and safety checks on the premises are carried out – leaking drain pipe.

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

How effective is the nursery education?

Julia Durbin Day Nursery offers very good quality nursery education which helps the children make very good progress towards the early learning goals.

Teaching is very good, the staff provide the children with a stimulating environment, using a wide range of interesting topics and resources to promote all areas of learning. The garden and role play situations encourage the children to use their imagination and act out real life experiences. Staff give the children clear boundaries and have high expectations regarding behaviour. They offer regular praise and support acknowledging children's achievements and share these with parents in imaginative and exciting ways. Such as the kindness tree with comments and stickers. Children have many opportunities to make choices, explore and investigate within the outdoor play spaces. Staff enable children to extend their experiences and encourage the children to question their environment.

Leadership and management is very good, staff work well as a team, they are aware of roles and responsibilities and have a good understanding of the foundation stage. Effective planning and evaluation of activities and practice, enable the team to meet the individual needs of the children. Staff assess the group's strengths and areas of the curriculum honestly and use these to move forward and progress learning.

Partnership with parents is good; they are actively involved in the children's learning, helping with projects and providing pictures for their family books. Parents receive regular newsletters and daily verbal updates from staff. Whiteboards are used to relay the weekly learning intentions in each group room.

What is being done well?

- Staff have good relationships with the children and are skilled at developing their understanding and extending their learning skills. They plan and create a stimulating environment where children learn through a wide range of activities, making good use of indoor and outdoor play areas.
- The children have high levels of confidence and self esteem which are fostered by staff's motivation and interest in the children. Children are interested and eager to learn and to try new activities. They are inquisitive, express their feelings and wishes and are eager to share their experiences and feelings individually and in a group.
- Children's personal and social and emotional development is good. Staff are skilled at helping children to become confident, use their initiative and become independent learners. Children's behaviour is very good.
- Staff have a secure knowledge and understanding of how children learn and use the Early Learning Goals to plan effectively for each child's personal development.

- Staff have good links with parents and encourage them to become involved in their children's learning. Regular newsletters and use of the whiteboards supplement the information provided about children's learning opportunities.

What needs to be improved?

- There is no significant weakness to report but consideration should be given to improve the following: staff should continue to further develop and promote the use of the outdoor environment.

What has improved since the last inspection?

The last inspection had a point for consideration which was to ensure all staff have knowledge and training about the Foundation stage. This has been addressed and all staff working within this group have a secure knowledge in this area.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are happy, independent, well behaved and have high levels of self esteem. They are interested and motivated to learn, form good relationships with staff and their peers and play co-operatively together. Children's independence is encouraged further by allowing children to select their own activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's language skills are good. They are attentive and respond appropriately to questions from staff. Children enjoy singing and participating with actions. The group have a growing awareness of how books work and can find information by using clues from pictures and text. The staff provide a print rich environment with clear labels used for everyday activities and role play situations.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children can recognise numerals up to ten and use mathematical language in context during activities and routines. Children are developing their knowledge of size, shape, position and number combinations using a variety of activities including problem solving. They have regular opportunities to describe and compare shapes, recreate simple patterns and explore addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children develop an interest in the natural world with activities such as growing in the garden. Children develop an understanding of the present and past through project work and discussions with staff. They use a family book for each child and spend time looking at and reflecting on the pictures. The children build and construct with skill using a wide range of objects. The children have access to a computer, key boards and calculators which they use with a growing understanding.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing very good co-ordination through regular dance and movement. They show an awareness of space for themselves and others. Children have opportunities to learn about their bodies and to develop awareness of the importance of staying healthy. They are confident to use a range of small tools such as scissors, pencils, glue sticks and rolling pins, as well as the large equipment available in the garden.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore texture, shape and form through a variety of activities such as art and messy play. Children have many opportunities to sing, dance and play musical instruments. They explore how sound can be changed and can recite rhymes and simple songs from memory. Children experiment and explore with interest using their senses during free creative expression in the craft room.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Continue the further development of the outdoor play spaces.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.