



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 134021

DfES Number: 513576

INSPECTION DETAILS

Inspection Date 03/03/2004

Inspector Name Jan Leo

SETTING DETAILS

Day Care Type Full Day Care

Setting Name Oxford Brookes University Day Nursery

Setting Address Morrell Hall, John Garne Way
Marston
Oxford
Oxfordshire
OX3 0TU

REGISTERED PROVIDER DETAILS

Name Oxford Brookes University

ORGANISATION DETAILS

Name Oxford Brookes University

Address Gipsy Lane
Oxford
Oxfordshire
OX3 0BP

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

Oxford Brookes University Day Nursery is housed in a purpose built building at the rear of the Morrell site campus which is a predominantly residential site. There is parking outside for drop off and collection times. The nursery is open from 08.30 to 17.30 with some flexibility to extend the day, by prior arrangement. The facility operates for 48 weeks a year and places are available to children of both staff and students. It is registered to accept up to 60 children under the age of eight years at any one time and there are currently 61 children on the roll. Of these, 18 are funded three year olds, and 9 are funded four year olds. At present, there are no children with special needs but ten do not have English as their first language. There is a minimum of four staff working with the funded children each day and they receive support from the Early Years Day Care Partnership.

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

How effective is the nursery education?

Oxford Brookes University Nursery is a well run provision where children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff value children for their individuality and form strong bonds with them to ensure they settle well and thrive. Staff empower children to take control of their care and learning to raise their self esteem and help develop independence, and they promote kindness and consideration to heighten social awareness. Staff join in with play and use skilful interaction to develop learning at individual rates and extend the value of the activities. All learning is effortless. It is child led and developed through relevant, practical experiences, without unnecessary time constraints, and spontaneous learning opportunities are maximised.

The partnership with parents and carers is very good. Parents and carers are made to feel very welcome and receive good quality information about the nursery and the curriculum. They are kept well informed about their children's progress and receive ample information to enable them to contribute to their children's learning at home.

The leadership and management of the nursery is also very good. Staff are well supported by management and appropriate procedures are in place for the ongoing supervision and appraisal of staff. The staff work extremely effectively together as a team and all contribute equally to children's development. Both staff and committee are fully committed to improvement and regular training is provided to ensure standards remain high. Staff evaluate activities and regularly review procedures to be certain that the curriculum remains suitable for the individuals attending the group, and they use planning flexibly to support learning, whilst making sure that all activities are child led.

What is being done well?

- The children are extremely sociable, considerate, confident and eager to learn. They can organise their own play effectively and move freely from one group of friends to another. They behave very well.
- Children are empowered to take control of their care and learning and do so competently.
- Close bonds are built between staff and children to ensure all feel welcome, valued and part of the group.
- Resources and time are well used to maximise learning and ensure it is relevant and fun.
- Children are provided with a huge range of experiences which they can pursue at a rate to suit the individual.

- The staff are extremely skilled at obtaining the best from the children and work so effectively together that learning is effortless.
- Staff and management are fully committed to improvement and regular training is provided to ensure standards remain high.

What needs to be improved?

- labelling on resource boxes, to include words in children's own languages alongside the pictures and English description already present.

What has improved since the last inspection?

The parents and carers are now supplied with good quality information about the early learning goals and which themes will be studied each term in order to achieve the desired learning outcome. Parents and carers are kept informed of new songs, stories, letters and numbers that are introduced, and they are effectively advised on how to help their children at home.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are sociable, confident and eagerly participate in the full range of activities, mixing with different friends throughout the day. They occupy themselves well and interact effectively to find out more, give advice, and question what they don't understand. Children form strong bonds within the group and are very sensitive to the needs of others. They have full control of their personal care and learning, and confidently work at their own pace.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are clear, confident speakers, they listen well and can follow instructions when working with adults and their peers. Excellent interaction and carefully selected resources are used to promote thinking and develop children's eagerness to learn, and all learning is fun. Children are routinely given opportunities to practise and enjoy early writing and reading within the daily plan and writing equipment and books are always available in several places to promote their use in free play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are given numerous opportunities to practise number work throughout the day in a relevant context, and some of the more able children show a real understanding of addition and subtraction. These can use calculators and other equipment to demonstrate mathematical concepts effectively. Mathematics is linked to all areas of learning to help reinforce skills and as a result, children's understanding develops effortlessly.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have a huge range of opportunities to learn about the world around them and are able to pursue interests without time constraints. All children have free access to the computer and those who are quite skilled in following the programmes help their less able peers. Children take control of organising their turns and little adult intervention is necessary. Children from other cultures are well supported but labelling of resource boxes could be improved to assist them.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Learning is taken outside and children have free access to the outdoor area at almost all times. They move safely and confidently in a variety of ways showing consideration for others at all times. Children confidently select tools, equipment and materials for a variety of purposes to put their own ideas into practice and they know where most resources live.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children have access to a variety of media to express their own individual ideas. They participate regularly in musical sessions and interpret sounds effectively into appropriate movements to reflect moods and feelings. The children have well developed imaginations and are uninhibited when playing with other children and adults.

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:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- labelling on resource boxes, to include words in children's own languages alongside the pictures and English description already present.

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.