

# Oxford Brookes University Day Nursery

Inspection report for early years provision

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<b>Type of setting</b>	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.

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## **Description of the setting**

Oxford Brookes University Day Nursery has been registered on this site since 1997. It is housed in purpose built accommodation on the Clive Booth campus in the Marston area of Oxford, close to the city centre. All children have access to outdoor play areas. The nursery is owned by Oxford Brookes University and mainly provides day care for children of the staff and students of the university. The nursery opens for 47 weeks of the year, on weekdays from 8.30am to 5.25pm, with some flexibility to extend the day, by prior arrangement. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children under eight years may attend the setting at any one time; of these, not more than 24 may be under two years. There are currently 66 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery supports children with special educational needs and/or disabilities. The nursery also provides support for children for whom English is an additional language. The nursery employs 17 staff to work with the children, 16 of whom have early years qualifications. One member of staff is working towards Early Years Professional Status and three are trained to graduate level.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children receive excellent levels of care in the nursery that enable them to make successful overall progress with their learning and development. Staff actively focus on the individual needs of each child in a fully inclusive environment. There are extremely effective partnerships with parents in place that encourage a purposeful two-way flow of information about the children. Staff have an outstanding approach to evaluation of their work and they are consistently striving to improve their practice.

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

To further improve the high quality early years provision the registered person should consider:

- extend the range of letters and word labels to the outdoor play areas

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

This extremely well organised nursery is run effectively by a proactive manager and her team of enthusiastic staff. There is a commitment to safeguarding children

with regular updates to staff training in the area of child protection. Staff complete questionnaires that reveal any gaps in their knowledge and managers prepare helpful clearly written advice. A comprehensive range of risk assessments are in place to help keep children safe on a day-to-day basis and staff are attentive to recording the presence of adults and children in the building. Carefully annotated records are in place of the checks that staff working in the nursery undertake. The purpose built accommodation offers excellent facilities for the care of the children and there is a continual programme of improvement in place. Staff select stimulating resources to interest the children across all areas of learning and they make excellent use of analysis of the children's progress to identify gaps. The addition of a shed for superhero style play came about to improve early communication, language and literacy outcomes for boys.

The success of the nursery is largely due to the highly professional attitude of the staff across all levels. Staff pursue further qualifications in order to develop their understanding of child development. They are actively involved in research projects and welcome professionals into the nursery to share good practice. There is an excellent attitude to evaluation of their own work through a number of avenues such as audits and quality assurance schemes. When staff identify a weakness, they address it in order to benefit the outcomes for children. One of numerous examples is the way staff have developed their support to families for whom English is an additional language. There is very good use in the rooms of dual language signs and staff use home languages to support conversations. This aspect of the nursery is also indicative of the excellent partnerships with parents that are a fundamental area of the nursery provision. Staff really value the input from parents and children in directing future improvements and there are ways for parents to become involved through a forum or by sharing skills. A successful day recently involved the children's grandparents with delightful photographs and comments reflecting the event. Parents speak extremely well of the nursery, particularly praising the successful feedback from staff about their children's development. Staff also develop significant links with other professionals who may be involved in the children's lives. They welcome visitors into the nursery and they have active links with local schools to add to the support systems for individual children. A leavers tea party provides a chance for school children to return and share their new experiences.

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

The outcomes for children are outstanding due to the attentiveness of the staff and the quality of the interactions between adults and children. Staff show a genuine interest in what the children are saying and firm bonds help children to feel safe and secure. The successful use of a key person for each child provides reassurance for children and directly involves parents in sharing information. Babies are thriving in the delightful atmosphere of their room and they happily drift off to sleep. Staff carefully supervise babies and older children whilst they rest and they protect their health effectively through well-established care routines such as nappy changing. The staff are vigilant in the day in maintaining high standards of

hygiene. Children are developing an excellent attitude to healthy lifestyles as they benefit from the free flow play into the garden from all the rooms. Resources in the outdoor area provide challenge for more physically able children across a wide age range. Children are learning about protecting their own health, with one child informing the inspector of the need to wear a hat on a sunny day. The babies benefit from time outdoors too, with additions to their garden area of sensory footpaths and a wooden bridge to explore as they become mobile. Children are confident and familiar with the nursery routines and they behave sensibly together to stay safe. Meal times are organised to create family style environment with small groups and close adult support. Children enjoy the hot nutritious foods on the daily menu and all ages are developing very well with their independence at meal times.

Children are active learners who have a delightful range of good quality resources accessible to them on a daily basis. Visual images, resources and activities are woven through the nursery to help children gain respect for others and learn about the wider world. Children explore technology, with older ones demonstrating confident use of a computer. They take part in regular activities to foster an interest in the natural world as they record findings on their clipboards in the garden or look at photographic negatives on a light board. They note changes as they observe caterpillars and tadpoles developing. Children receive encouragement to express their ideas in paint and the room displays demonstrate their colourful efforts. Since children are busy and occupied there are few instances of unwanted behaviour and the staff act as excellent role models in the way they speak and interact with the children. Staff are very good at noticing children's interests, for example when a child is keen to use envelopes for sending letters then extra resources to help this happen are immediately sought out. Planning in rooms is flexible to enable children to direct the flow of activities and to build on their interests in topics such as pirates.

Children are keen to share their ideas as they play, describing what they are constructing or demonstrating how they can count accurately up to ten. Staff use moments in play effectively to promote learning, encouraging children to count and sort objects or to try some early writing. Children of all ages show an interest in books and they play in an environment that is print-rich, apart from a current lack of letters or signs outdoors. Staff across the nursery have excellent systems in place to monitor the children's development and use the information to plan individual programmes of learning. The knowledgeable comments the staff record demonstrate their superb understanding of how young children learn through their play. When children require extra support, the staff work effectively with a team of professionals to aid progress. They also adopt a proactive attitude to helping children for whom English is an additional language, for example using choruses at singing time in different languages to help even the youngest children feel at home and welcome.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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