

Julia Durbin Day Nursery

Inspection report for early years provision

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Inspector

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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.

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Description of the setting

Julia Durbin Day Nursery was established in 1994 and is one of 40 provisions run by Child Base Limited. It is a private workplace nursery in the grounds of the Churchill Hospital in Headington, Oxford. It operates from a purpose built one storey building, comprising of five base rooms, associated facilities and several enclosed outside play areas. The nursery operates on weekdays from 7am until 6.30pm all year, except bank holidays.

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 117 children under eight at any one time; all whom may be in the early years age range. The nursery is currently caring for 168 children on the Early Years Register. Children attending are drawn from a range of social and economic backgrounds. The nursery supports children with special educational needs and/or disabilities, and children who are learning to speak English as an additional language.

The nursery is in receipt of funding for the provision of free early education for children aged three and four. It has partnership arrangements in place with other early years settings, including local schools. The nursery is part of the National Day Nurseries Association quality assurance scheme. The nursery employs 34 staff; of whom 22 hold relevant qualifications, including staff who have attained Early Years Professional Status and Qualified Teacher Status. In addition, 11 staff are working towards a relevant qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children make significant gains in all areas of learning in this extremely well organised, safe and beautifully resourced nursery. Staff work exceptionally well in partnership with parents, outside agencies and other early years settings to ensure excellent levels of communication and continuity for children. The staff's commitment to meeting individual children's needs is exemplary and has a very positive impact on every child. The staff team are very ambitious and receive excellent support from management to achieve outstanding outcomes for children. Staff have a widespread awareness of the vast majority of nursery procedures to safeguard children's welfare consistently and very effectively overall. The nursery has a strong history of high-quality care and the staff are fully committed to proactively maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- raising staff's awareness of procedures further for consistency of practice, fully detailing the process for protecting children from the sun.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a very secure understanding of safeguarding children procedures as they attend regular training and review this routinely. Spot checks by management test their knowledge and develop their confidence. Rigorous recruitment procedures and ongoing suitability checks help to ensure that all staff caring for children are suitable to do so. Extensive risk assessments help to maintain cleanliness and safety on the premises to a high standard. Staff adhere to the nursery's comprehensive procedures consistently overall. Though currently, not all procedures are fully detailed for them to follow, such as the procedure for protecting children from the sun.

The nursery environment is extremely well resourced for all age groups both indoors and outdoors. Resources and activities are beautifully presented and provide a highly stimulating learning environment which children thoroughly enjoy exploring. All children have free flow access to outdoor play areas in all weathers, providing an abundance of time for outdoor learning, fresh air and exercise.

Equality is at the heart of the nursery. Staff are highly effective in meeting the needs of all children and in taking steps to close any identified gaps in achievement. The highly effective system for monitoring children's progress identifies their achievements, next steps, interests and observations from home. Staff diligently plan activities to suit individual children's needs and this has a highly positive outcome. For example, some children who do not speak any English on entering the nursery become fluent in English within months. In addition, these children often exceed learning expectations for their ages. Staff work in very close partnership with outside agencies to support children with special educational needs and/or disabilities, carefully following agreed strategies. They have high expectations of all children, adapting activities as necessary so that each child can take part and make significant gains in all areas of learning.

Partnerships with parents are outstanding. The key person system is highly successful in building optimum relationships with parents and fully including them in nursery life. For example, when children transfer between rooms, staff fully consult and include parents as part of this process so that the whole family feel secure and comfortable about this change. Staff are very proactive in encouraging parents to input their ideas for activities and new initiatives. For example, the

annual survey invites all parents to make suggestions. As a result of their ideas, the nursery has recently installed an interactive whiteboard, introduced yoga classes for children and arranged training sessions for parents. Parents are extremely complimentary about the nursery and they are very well-informed about their children's learning and development.

The nursery takes a lead role in establishing partnerships with other early years settings which children attend or transfer to. Staff have devised a highly successful 'transfer sheet' to share information. In addition, staff have initiated visits to local schools children will attend and provide a transition evening for parents. This process successfully promotes continuity in children's learning, development and welfare.

Morale amongst staff is exceptionally high and they embrace their work with great enthusiasm. The management team are exceptionally successful in inspiring staff to work towards ambitious targets. They set 'nursery challenges', such as improving the outdoor areas. In response, the staff set up a garden committee with a member of staff from each room to review their work and set further targets. This results in excellent outdoor environments for children of all age groups. In addition, the views of children are fully taken into account when planning activities. For example, older children enthusiastically engage in 'mind maps' to share their ideas when planning a toy shop or fairy garden.

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

Children gain an exceptionally strong sense of security. This is due to a very effective focus on praise, encouragement, reward for good behaviour and making all children feel special. Children develop very close bonds with their key person and other staff, which helps them to feel very content. Every child in the nursery has a 'family book' which is regularly updated with photographs of people who are special to them. In addition, 'communication books' in each room provide staff with an excellent resource to support children who are learning to speak English as an additional language. Older children learn to work closely as a team to earn rewards, which are visually recorded on a 'Jack and the Beanstalk' display. When they get to the top of the 'Beanstalk', children will earn a trip to a farm. This is a very strong incentive for children and as a result they work exceptionally well together.

Children develop an excellent understanding of how to stay safe. Older children act as 'safety spies' helping staff to make risk assessments and in doing so develop a mature response to safety. For example, children independently find brooms to sweep up the sand, or put things in the bin. In addition, they use a traffic light system to help them manage their own risks and know that a red flag means danger.

Children develop a very good understanding of many aspects of healthy lifestyles. They make their own smoothies with yoghurt and fruit, engaging in high-quality interactions with staff about how the colour changes and what they predict the smoothie will taste like. Children enjoy a reward system for the fruit and vegetables they eat, which successfully helps them to understand the 'five-a-day' rule. Even the youngest children learn about good hygiene practices as they wash their hands after staff change their nappies. Children are developing their understanding of staying safe in the sun by applying sun cream and wearing hats.

Children's individual progress in learning is consistently good and often excellent in relation to their starting points and capabilities. Babies become engrossed, exploring an exceptionally stimulating environment, including treasure baskets, natural materials and a wide range of different textures. A strong focus on baby signing helps them to communicate their needs. For example, focused activities, such as finger painting and singing songs helps to develop their early skills very effectively.

Children in the toddler age groups make rapid progress in their learning and are able to engage in activities which reflect their individual interests. They show a developing passion for nature which staff are quick to embrace. For example, children become very excited when they find a toad in the garden. They enthusiastically take part in discussions about what he looks and feels like, as well as learning to be very gentle with him. Children successfully develop their knowledge of number, singing 'Five little ducks' as they play in the water tray. Staff engage children fully in other number songs during small group activities. Children learn to repeat and combine physical movements with confidence and control. Staff encourage them to pretend to be different modes of transport, such as boats bobbing on the water or aeroplanes flying through the sky.

Children in the pre-school room confidently and independently use the interactive whiteboard to develop their knowledge of sounds and letters. They take turns to play this game using a very effective system of colour-coded cards to show whose turn it is and who is waiting. This enables them to manage the activity in a mature and sensible way. Children engage in simple scientific experiments, such as testing how different balls roll down a ramp. Staff use open-ended questions to successfully extend and encourage their learning and interest. Children throughout the nursery make rapid progress in their language skills as staff use high quality interactions. This is complemented with a print rich environment and a wide variety of early writing activities. By the time children are in the pre-school room they are often exceeding learning expectations for their ages.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
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