

# Banbury School Day Nursery Ltd

Inspection report for early years provision

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**Unique reference number**

EY417353

**Inspection date**

25/08/2011

**Inspector**

Tom Radcliffe

**Setting address**

Banbury School, Ruskin Road, BANBURY, Oxfordshire,  
OX16 9HY

**Telephone number**

01295256400

**Email**

andrea.brooker@btinternet.com

**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

Banbury School Day Nursery registered in 2000 and was re-registered as a limited company in 2010. It operates from two classrooms within a large comprehensive school in Banbury, Oxfordshire. There is ramped disability access to the building. A maximum of 28 children may attend the nursery at any one time, all of whom may be in the early years age group. It is open 50 weeks of the year from 8.00am to 5.30pm. All children share access to a secure enclosed outdoor play area.

There are currently 40 children aged from three months to under five years on roll who attend a variety of different sessions. The nursery is in receipt of funding for the provision of free early years education for three and four year olds. Children come from the local area or have parents working at the school. There is provision for children with special educational needs and/or disabilities and for those who speak English as an additional language. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The nursery employs seven staff, all of whom hold appropriate early years qualifications. There are close links with the Local Authority Partnership worker.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in the well resourced and stimulating nursery. They have many useful opportunities to make choices and be independent and they are very well understood as individuals by attentive staff. This has a positive impact on their development and well-being which is generally good. The nursery has effective partnerships with parents and others to support children's ongoing learning and development. The provider uses largely effective processes of self-evaluation. This allows her to understand most of the setting's strengths and weaknesses and so enhance outcomes for children. The nursery has a good capacity to improve further.

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

To further improve the early years provision the registered person should:

- provide greater opportunities for children to use information and communication technology to support their learning
- continue to implement and develop the recently introduced initiatives to ensure that the achievement of boys is in accordance with expectations.

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

The nursery has clear and concise policies and procedures in place and these are shared with parents. This ensures that the child-centred nursery is managed very safely and efficiently. Knowledgeable staff implement effective practice consistently which ensures, for example, that children are safeguarded well. All staff know and are aware of child protection issues and understand the procedures to follow should they have any welfare concerns regarding a child in their care. Fire drills are practised regularly and so the children all understand what to do and how to behave in an emergency situation.

The caring support that children receive allows them to play purposefully indoors and outdoors. Children of all ages explore and take risks in a safe play environment which is thoroughly risk assessed. Staff take care to ensure that potential hazards are minimised while still giving children the freedom to move about and to direct their own play. This enhances children's sense of independence and their ability to make appropriate choices. Children's good health and well-being is promoted by staff as they manage illness or minor injuries well.

The provider promotes a reflective approach to the organisation of the nursery. All staff contribute to self-evaluation as they seek to enhance outcomes for children. The nursery is able to analyse its work and is always willing to modify what it does when it is in children's interests. The provider acts on feedback from staff, children and parents. In addition the nursery values the views of outside professionals through quality assurance and audits. This generates action plans and additional targets for improvement. This approach has resulted in the nursery specifically monitoring the progress made by boys and the methods in place to maximise their progress. The nursery has maintained steady improvement since it re-registered. All staff in the nursery value and promote a positive partnership with parents. 'Key persons' are very active in establishing effective communication with children and their parents. In addition the setting works in wider partnerships to promote children's ongoing learning and development.

Children play in a spacious and well organised learning environment. The nursery has a good range of toys and other resources to promote children's all round development. However the nursery currently provides only limited opportunities for children to use information and communication technology to support their learning. All staff are very responsive to the needs of children as they allow them to make choices or when they take a more direct lead. This enables children to make discoveries and develop important skills and attributes. Staff are always on hand to offer advice or give guidance. This enhances children's enjoyment and their learning and understanding.

The nursery promotes inclusive practice as each child is treated as an individual with the capacity to build on what they have already achieved. Children take part in activities and receive help which enables them to have an age appropriate understanding of their diverse world. Toys, books and other resources show positive images of the diversity of people within the community and the children

are encouraged to feel a sense of pride in the individuality of their own backgrounds.

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

Children make progress as they take part in interesting child-led activity with appropriate support and intervention from adults. The nursery has very well developed systems in place to establish the starting point of each child. Staff also have a good understanding of children's interests and preferred learning styles. The provider has good procedures in place to collect observational assessments which inform staff about the progress that children make. The nursery collects a significant amount of written information about children which is arranged in highly informative formats to inform both parents and future learning intentions. This ensures that most learning is appropriate to each child with the optimum amount of challenge and new learning.

The nursery has a good understanding of the Early Years Foundation Stage. Staff also have a very secure understanding of how young children learn through play and firsthand experience. All areas of learning and development are given good attention. Both planning and assessment are good and make a significant contribution to the standards achieved by the nursery.

Children are able to use sand and water, modelling clay and investigate the properties of natural objects. They show a great interest in books and enjoy spending time with adults in the dedicated book area, sharing stories. While here, children answer questions, make predictions and interpret the meaning of the story. They also take part in messy play, for example, finger painting and invent games with cars, buildings and construction sets. Children relish the opportunity to play outside and children of all ages spend a large amount of their time outdoors. The nursery has good outdoor facilities which provide children with a large range of interesting play opportunities. Children are able to experience the natural world and take part in planting and growing food. They enjoy the space and freedom of being outside as they create role play games and use the outdoor play equipment. Written language has a high priority in the nursery as children gain information from labels and use their own names in a written form to label artwork. Children encounter mathematical ideas and concepts through practical experiences and everyday activities.

Children's welfare is promoted very well by the nursery. All children are safeguarded and learn about maintaining their own safety and that of others. Children's behaviour is good and the social experiences of most children are very positive. Adults manage children's behaviour effectively as they make expectations clear and respond with patience and consistency to any behavioural issues. Children cooperate well with each other during play and happily share and take turns with each other. There is a good sense of inclusion within the nursery, with children of all ages and abilities playing together. Most children are able to apply themselves as they play for long periods of time and utilise skills that they already

have mastered. In addition most children are able work as part of a larger group harmoniously.

Outcomes for children are promoted well by the nursery. Children are happy as they make choices in their play, take part in conversations and invent their own games. Children are motivated to explore and take a responsibility for their play. Children clearly feel very safe when in the nursery and have an understanding of keeping themselves safe. The relationship with staff members provides children with a secure basis for learning and development. Children readily seek advice, comfort and support from the adults who they both trust and respect.

Children learn about healthy lifestyles and choices as they talk about healthy food and enjoy being active. Most children respond well to the expectations that the adults have of them. Children generally acquire skills and abilities which are age appropriate. Overall, the nursery is providing a good environment for children to learn through play, with the support of a motivated and enthusiastic staff team.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### 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>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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