

The Oxford Nursery Summertown

Inspection report for early years provision

Unique reference number EY266376
Inspection date 06/01/2012
Inspector Tom Radcliffe

Setting address Marston Ferry Road, Summertown, Oxford, Oxfordshire,
OX2 7EE

Telephone number 01865 316602

Email

Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Oxford Nursery Summertown is one of two nurseries run by Acacia Care and Education Ltd and affiliated with the Oxford Nursery Limited. It opened in 2003 and operates from three rooms in a modular building. It is situated in an area close to local schools in the city of Oxford. A maximum of 44 children may attend the nursery at any one time, all of whom may be in the early years age group. The nursery is open each week day from 7.30am to 6pm for 51 weeks of the year. All children share access to a secure outdoor play area.

There are currently 62 children in the early years age group on roll. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is in receipt of funding for the provision of free early years education to children aged three and four. Children come from a wide catchment area, as most of the parents travel in to work in or around the local area. The nursery currently supports a number of children with special educational needs and/or disabilities and who speak English as an additional language.

The nursery employs 15 staff. Of these 14 hold appropriate early years qualifications and one is working towards a qualification. Senior staff in the setting have qualifications to degree standard and Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The exciting and well organised setting works with a good understanding of children's individuality. This enables caring staff to meet their welfare and learning needs effectively. Children are motivated to be independent, make choices and enjoy the responsibilities that are placed on them. Knowledgeable staff protect children and use excellent partnerships with parents to support the progress that most children make. Good self-evaluation enables the provider to set targets for improvement, for example, the role played by key persons in children's learning.

What steps need to be taken to improve provision further?

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

- continue to develop the role that key persons play in observation, assessment and planning in order to further enhance children's learning experiences.

The effectiveness of leadership and management of the early years provision

The manager and staff take great care to inform users of the setting about its working practices. Well written and concise policies and procedures give parents an accurate insight into the setting's work. This supports that it is managed safely and efficiently. Children are well safeguarded by experienced staff who consistently implement effective procedures. Children's interests are always put first. They play in a very safe and stimulating learning environment. They are supervised very well and access facilities where hazards are minimised by the use of thorough risk assessments. This enables children to move freely, explore and use outside spaces. This has a very positive impact on their ability to direct their own play and on their enjoyment. Children's good health and well-being is promoted very well by staff. Daily routines are hygienic and illness or minor injuries are managed well.

The provider has very well developed processes of self-evaluation in place. This enables the managers to have an accurate understanding of the setting's strengths and relative weaknesses. The opinions of parents and feedback from children provide valuable information which is used constructively. The reflective setting uses such information to modify what it does to enhance outcomes for children. All staff feel that they can contribute to ongoing improvements and share a commitment to achieve them. There have been a range of improvements since the last inspection. The setting has excellent partnerships with parents and there are many opportunities for these to underpin its work. In addition the setting develops wider partnerships that support children's ongoing learning and development.

Children play in extremely well resourced and attractive accommodation. It is very thoughtfully arranged to ensure that children's needs are properly supported. Staff respond consistently well to children as they promote child-led play. They make appropriate and well considered interventions to offer guidance and give support. This ensures that valuable learning opportunities are exploited. It also impacts on children's enjoyment as they learn and play. The setting promotes inclusive practice consistently well. All children are treated as unique individuals each with the capacity to build on what they bring to the setting. Experienced staff are able to support children from a range of backgrounds, including those with special educational needs and/or disabilities or who use English as an additional language. In addition children have many opportunities to learn about diverse world and community.

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

Children mostly make good progress as they access a large range of learning opportunities which can be mainly child-initiated. Staff have a very good understanding of children's starting points, interests and preferred learning styles. They observe children carefully and use a range of assessment opportunities to gain a firm understanding of progress made. Assessment information is shared

with parents and used to plan future learning journeys. It is also used to make informative profiles of progress, for example, when children move on to school. The setting also collates interesting photographic records of how children spend their time. All staff have a very good understanding of the Early Years Foundation Stage. They also appreciate that young children learn best through play and first-hand experience. This understanding often drives the way that the setting is organised and arranged. The provider is developing the role played by key persons to increase the impact that they can have on children's learning.

Children show a great enthusiasm for what they decide to do. They freely use a range of age-appropriate equipment, for example, construction sets, threading games and play tents. Children enjoy experimenting as they construct towers, play with cars and find out about shapes. Children also use messy play resources and when with adults learn how to use scissors and create certain shapes. They also enjoy books as they use the story hut and realise that books can both give information and tell stories. Children of all ages can use information and communication technology equipment and have experience of using cameras and CD players. Role play areas stimulate children's imaginations, for example, in the setting's recording studio. Staff support children's language development through the use of open-ended questions. Meaningful conversations are commonplace in the setting. Children encounter mathematical ideas through practical experiences and thrive as they play outside. Play is always purposeful with most time used well for learning and exploring.

The setting promotes children's welfare consistently well. Children are securely safeguarded and have a strong understanding of their own safety and that of others. Children behave very well and most show a very positive attitude to other children and to adults. Children are able to manage their own behaviour and organise their own play experiences effectively. Staff manage this very well in a relaxed manner which adds a great deal to the atmosphere within the setting. Children grow with an understanding that in some way all children can be different. They take on board this as children of different ages mix and play together. The use of rooms in the setting for children of broad age groups promotes this understanding. In addition children show the ability to be able to concentrate and take on new learning confidently. Children also realise that their own behaviour contributes significantly to harmonious relationships.

The setting also promotes outcomes for children consistently well. Children find their play engaging and they readily make choices and use their imaginations. Children have ample opportunities to explore and are encouraged to think about how they spend their time. Children feel very safe while in the setting and enjoy very strong bonds with attentive staff. They also receive age appropriate advice, for example from visiting speakers, about how to keep themselves safe. Children's understanding about healthy lifestyles is excellent. The setting has fostered this recently which has given children a profound understanding about healthy life choices and the value of exercise and hygiene. Children have a refreshingly positive attitude to the challenges that they face as young learners. Children acquire skills and abilities which are at least appropriate to their age and starting points. Their progress ensures that most children are well prepared for future

learning needs.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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