

# ABC Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	134038
<b>Inspection date</b>	11/01/2012
<b>Inspector</b>	Jan Leo
<b>Setting address</b>	11 Sandfield Road, Headington, Oxford, Oxfordshire, OX3 7RG
<b>Telephone number</b>	01865 439051
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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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.

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**

ABC Nursery is a privately owned provision, which registered in 1997. The nursery is situated in Headington within walking distance of the John Radcliffe Hospital and it serves the local area. The building provides eight base rooms over two floors. Children are grouped according to their age with the older children using the rooms on the first floor. Accessibility to the upper floor for some children may be limited. There is an enclosed outdoor play area which is shared by all children attending the provision.

The nursery is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register. A maximum of 61 children under the age of eight years may attend at any one time and all may be in the early years age group. The provision is open each week day from 7.30am until 6.30pm all year round and incorporates a breakfast club for school age children. There are currently 56 children on roll in the early years age range and, of these, 26 receive government funding for early education. A maximum of eight children attend the breakfast club each day.

The nursery employs 13 staff to work with the children on a full and part-time basis. Of these, ten hold a recognised early years qualifications at level 2 or above. A further two are currently working towards a qualification.

The setting receives support from the local authority.

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

Overall the quality of the provision is good.

Recent changes in management have paid dividends and children benefit from an effective and well implemented programme to help them reach their potential. Equality and diversity are celebrated to make children feel special and consequently they behave well and develop a strong sense of belonging. Staff deployment and use of resources is good, contributing greatly to children's individual progress to help them develop the skills they need for the future. All aspects of health and safety are robust and links with local schools are firmly established to ease the transition when children move on. Self-evaluation and support systems are evolving to help maintain continuous improvement and although partnerships with parents are improving, some of the information they receive lack useful detail. Overall, the staff prioritise well to provide a good service in practice but some of the weaknesses go unnoticed resulting in a breach of legal requirements.

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

To meet the specific requirements of the EYFS, the registered person must:

- keep a written record of complaints and their outcome, including the action that was taken as a result of each complaint, and make the record available to Ofsted on request (Safeguarding and welfare) (also applies to both parts of the Childcare Register) 25/01/2012

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

- improve the two-way flow of information with parents by ensuring they consistently receive full, detailed and accurate information about the service and care of their children.

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

The staff have a secure understanding of child protection issues and how to make a referral if concerns arise. They revise their knowledge on a regular basis to reinforce their understanding of the process and display contact numbers in all areas of the nursery to enable prompt action whenever necessary. The staff conduct robust risk assessments to minimise hazards and they teach children about safe play to help them make sensible decisions. All children form very close bonds with staff due to a well established key person system and consequently, the children develop a strong sense of belonging and firm understanding of how to avoid accidents.

The staff are a highly motivated workforce and they maintain their enthusiasm throughout the day. They deploy themselves well and make good use of the resources to support children's ongoing development consistently. For example, the environment is conducive to learning being decorated by displays of children's work and well laid out to enable children to access equipment freely. The staff routinely join in the activities to make them fun and consequently the children are becoming enthusiastic learners.

The staff value all children for their differences and actively develop interest in other cultures and beliefs to demonstrate equality. The majority of children speak English and a second language and they learn to be proud of their roots to raise their self-esteem. For example, one demonstrates an African celebration dance for staff and other children to copy. They happily repeat their talent to visitors, confidently explaining that it is a long dance and they haven't finished when they pause for a moment part way through. Most children are confident and outgoing, receiving the support they need to narrow gaps in their learning and develop a strong sense of identity.

The partnership with parents is strengthening to help them feel involved in the day and in their children's development. Most find the key person links effective and

welcome being involved in decision making processes. The parents have access to their children's records and policies about how the setting operates but, although there is no impact on the children, there is no record of complaints for parents to see as required by regulation. Some essential paperwork is on display and policies are available on request. However, some policies do not have useful contact numbers to maximise their value and admission details are left out. Links with local schools however, are strong with school staff visiting the children at the nursery before they move on in order to build relationships to ease the transition.

The staff are building systems to monitor the effectiveness of their service and help maintain continuous improvement. They currently rely heavily on childcare development advice to make improvements but are actively seeking out training to continue their own development and help gain the skills they need to steer and maintain ongoing improvement without help.

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

The children arrive happily and separate from their parents willingly, showing an eagerness to attend. They play well with adults and their peers, remaining busy throughout the day. Most of the staff show an outward exuberance for their work which is infectious and consequently the longer the children attend the more outgoing and enthusiastic they become.

Staff play relaxing music in the baby room to create a welcoming environment and there is an air of calm throughout the day. Older children enjoy listening to music from a range of cultures to develop their knowledge of the world and increase their creative experiences. Some bounce up and down in time with the beat, while others move their mouth as if singing along. All enjoy music and older children know the words of several favourite songs, singing tunefully at every opportunity.

All children benefit from outdoor time to help develop a healthy lifestyle. Babies sleep outside in a pushchair and older children don their coats and hats to spend time exercising in the fresh air. The children learn where to find access to drinks when they play outside and of the importance to take in liquid when being active. They learn where it is safe to run around without causing accidents, moving with good control and co-ordination at all times. The children develop understanding of personal space when spreading out in the garden before an exercise class, adjusting their position by holding out their arms to avoid close proximity to others. All follow good practice regarding hygiene from an early age and develop good habits for the future.

Children of all ages develop a love of books because the staff make them easily accessible and read stories to the children at will. Young children climb on staff's laps to hear stories and learn to turn pages one at a time to work through the books methodically. The children paint and draw to practice mark making and their work is on display to brighten the environment and inspire others to be creative.

The staff talk to the children very effectively at all times to help them make sense of what they see and develop their thinking and reasoning skills. Most children respond well to expectations and those who challenge boundaries receive a consistent response to help them change their behaviour. The staff get to know the children well in order to plan appropriate challenges and support their progress at an individual level. Staff make frequent observations to check participation and even coverage of all areas of learning. They set increased challenges to address gaps in development and consequently all children make good progress in relation to their starting point. However, the observations are linked to individual areas of learning and do not reflect the links between areas to show parents the full value of what their children do and help them to continue learning at home more effectively.

## 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	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Procedures for dealing with complaints) 25/01/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Procedures for dealing with complaints) 25/01/2012