

Wolfson College Day Nursery

Inspection report for early years provision

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Type of setting	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.

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Description of the setting

Wolfson College Day Nursery opened in 1976 and is run by the governing body of the college. It is situated to the north of Oxford city centre. It operates from single storey accommodation comprising two self-contained areas linked by a central courtyard with a canopy cover. An additional adjacent garden is also available and children have supervised access to the extensive college grounds. The nursery serves the local area but priority is given to children whose parents are associated with the college, as either students or staff.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 31 children under eight at any one time, all of whom may be in the early years age range, with no more than 15 under two. The nursery is currently caring for 24 children on the Early Years Register. There are currently no children on the Childcare Register. The nursery supports children who are learning English as an additional language.

The nursery operates on weekdays for 48 weeks of the year. Sessions are from 8.45am until 5.15pm. It is in receipt of funding for the provision of free early education for children aged three and four. It employs 10 staff of whom seven hold relevant qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children develop good relationships and positive social skills in this safe and welcoming environment. Strong partnerships with parents have a particularly positive impact on the many children learning English as an additional language. All children make some progress in their learning although there are weaknesses in how staff plan activities to meet their individual needs. Children spend short periods outdoors on a daily basis but spend most of their time inside, which limits access to fresh air, exercise and outdoor learning. The staff team regularly reflect on their practice and have a satisfactory capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the planning of activities to support children's individual learning requirements more effectively
- increase the time available for children to access outdoor play and learning, linking the indoor and outdoor environments where possible so that children

can move freely between them.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of safeguarding children procedures. Senior staff complete specialist training and are confident in supporting other staff if they raise concerns about a child. Rigorous recruitment and induction procedures, including appropriate background checks, effectively assess the suitability of staff to work with children. Robust risk assessments, together with daily safety checks, help to provide a safe and secure environment. A wide range of well-maintained documentation helps to keep children safe. For example, staff carefully record and display information about children's food allergies.

Resources throughout the nursery are available at low-level so that children can access them easily. Recent improvements, such as the installation of a large canopy over the courtyard area, aim to enhance the learning environment. However, in practice, children spend little time outdoors and the activities available do not always challenge their learning effectively.

Staff warmly welcome families from many different cultural backgrounds. Many children are learning English as an additional language and staff are proactive in using words in children's home languages to support communication. This is particularly evident with older children, who have great fun with staff translating words from their home language into English. Some resources reflect children's different cultural backgrounds, such as Chinese play food in the older children's room. Staff generally know children well, such as their interests and family backgrounds. However, systems for assessing individual progress and planning next steps in learning are not robust and there are gaps. As a result, progress for some children in some areas of learning is no higher than average in relation to their starting points and capabilities.

Good partnerships are in place with parents who comment that their children are happy, settled and enjoy attending the nursery. Many parents are students at the college and do not have family close by so really appreciate the nurturing environment and support from staff. The nursery regularly seeks the views of parents, for example, through questionnaires, and actively uses this information to make further improvements. Parents receive regular feedback from staff about their children's time in the nursery and encouragement to support their children at home. For example, children have 'homework bags', which contain books and suggested activities to enhance their learning further. There are currently no particular professional partnerships in place, as there are no children on roll attending other early years settings or receiving support from outside agencies. However, the manager is aware of developing professional partnerships as necessary, such as sharing information about children's progress.

There have been some difficulties regarding staffing and this has had some negative impact on the nursery. Staff are not fully meeting all recommendations from the last inspection, although some improvements are in place. They are fully

aware of weaknesses in practice through sound use of self-evaluation and now have priorities in place for development. For example, they are planning to improve the presentation of activities, develop their observation records and plan more specifically for outdoor play.

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

Most children display a strong sense of security and build good relationships with their key person, other staff and friends. At times, some younger children become distressed but staff are kind and patient, and effectively help them to settle. Older children are confident and play well, both independently and cooperatively. They develop a good understanding of diversity by using books and resources that reflects different cultures. They develop a strong sense of independence and are keen to help staff, such as running errands to the baby room.

Children develop a good understanding of keeping themselves safe. For example, younger children learn not to climb on furniture and older children use equipment safely. Children enjoy healthy food, such as fruit, chicken curry, and yogurt. Staff sit with them while they eat, chatting about the food and their daily lives. Children develop good hygiene practices, such as washing hands in low-level sinks before snack time. They play outdoors on a daily basis but time restrictions unnecessarily limit access to fresh air, physical activity and outdoor learning.

Babies and younger children enjoy exploring a suitable range of resources, which are easily accessible on the floor and in low-level storage units. They snuggle up to staff to listen to a story and squeal with delight on a rocker. They develop some pre-writing skills by stamping ink onto paper. They develop some early mathematical skills by making a tower with stacking cups. Such activities help them to develop some skills for the future. Staff are on hand to support them and help to engage them in learning. There is a weekly focus on specific activities, such as music and water play, which provides some varied sensory experiences.

Older children are able to follow their own interests and they play cooperatively. For example, they work together to make a castle out of construction resources and a large spider's web out of wool. Staff extend their learning through discussion and suggestions of additional activities. For example, by counting spiders' legs, talking about what a spider's web is made from and drawing pictures of spiders. Daily activities help children to develop skills for the future, such as mathematical and literacy activities and the use of a computer. Staff sometimes challenge the most able children, such as encouraging them to recognise opposites, although general activities and resources do not always meet the needs of such children.

Key persons are familiar with children's routines and interests, and maintain regular observations of their progress. However, their identification of children's next steps in learning and their subsequent planning of activities do not always focus well on individual learning requirements. As a result, activities and resources are not fully effective in helping all children to make good progress in all areas of

learning.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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