

# Oxford Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY427931
<b>Inspection date</b>	28/05/2012
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<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.

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## Description of the setting

Oxford Day Nursery re-registered in 2011. It is a privately owned nursery which operates on two floors in a converted detached house in the Acocks Green area of Birmingham. The nursery is within walking distance of local shops, library and other amenities. The nursery serves children in the local community and surrounding areas. All children attending the nursery share access to a secure enclosed outdoor play area. Access to the building is via a small step at the front entrance. The nursery is open each weekday from 7.30am to 6pm all year round, with the exception of bank holidays. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children may attend the nursery at any one time. It receives funding for early education for two, three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are eight members of staff, of whom the manager has a level 4 qualification, five staff have level 3 and three staff are working towards a level 2 qualification. The nursery receives support from the Early Years Advisor and the Birmingham local authority early years service.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and generally well cared for in a welcoming environment, where they are respected and valued. They enjoy a wide range of play opportunities and activities, which enable children to make satisfactory progress in the six areas of learning. Children are mostly safe in the premises where their welfare is adequately promoted. The majority of the required documentation is in place, but the nursery has not obtained consent for emergency medical treatment or advice for the children. Partnerships with parents and other professionals are developing which ensure every child is well supported in the nursery and during the transition to school. The nursery has systems for monitoring and evaluation, however, these are not rigorous enough to fully promote ongoing improvement.

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

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

- request written parental permission at the time of children's admission to the provision, for any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare). 15/06/2012

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

- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well being
- improve systems for self-evaluation to ensure all priorities are identified
- review adult-led activities to ensure that the particular aspect of learning identified is delivered to support children's development towards the early learning goals
- ensure that the next stage in children's learning is used for future planning and all children receive sufficient support and challenge in their learning.

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

Staff take appropriate steps to ensure that the children in their care are suitably safeguarded. They have a satisfactory understanding of child protection issues and know the signs and symptoms of abuse or neglect. They are aware of the procedures to follow should they have any concerns about a child's welfare. A written policy with appropriate contact details for other agencies is in place. Effective systems are in place for checking the identity of all visitors and recording their arrival and departure times which protects children from persons not vetted. Close circuit television is in place in all playrooms and at the entrance of the nursery which promotes children's safety. A detailed record of a risk assessment is in place for the premises and staff use a tick system to carry out daily checks. However, some potential hazards outdoors were not identified by staff and this impacts on children's safety in the outdoor area. The majority of children's records are well maintained and contain the required information for their health and safety. They are made available for inspection and kept in a secure place. However, the nursery has not obtained consent for emergency medical treatment or advice for children at the time of their admission. This compromises children's well-being and is a breach of a legal requirement.

There is a wide range of toys, resources and furniture which are generally well organised in most areas of the nursery. For example, children access toys from low level storage which promotes free choice. Younger children have free flow access to the garden which enables them to continue their learning outdoors. There is a suitable range of equipment, such as, dolls, books and puzzles which promotes children's understanding of their community. Dual-languages signs are displayed around the nursery and appropriate procedures are in place to support children who speak English as an additional language. Effective systems are in place to support children with specific health conditions which need monitoring during the session. Both staff and parents work well together sharing vital information about children's care.

Satisfactory partnerships are in place with parents and other carers. Parents receive daily verbal and written feedback on their children's care and progress. The notice board has various information on policies, procedures and staff ensure parents are kept informed about activities. As result, children are able to continue

their learning at home. Suitable systems are developing with other settings and local school to support children in their learning and in the transition to school. This promotes consistency in children's care and development. Parents commented that their children were very happy and had settled well in the nursery. They said that staff were very friendly, approachable and supportive.

Systems for evaluation and monitoring the provision for further development are in the early stages. The new manager has updated several policies and procedures which ensures both staff and parents are kept updated with current practice. Re-organisation of play rooms and staff deployment has had a positive impact on children's behaviour and their learning. Parents and children are beginning to contribute in the evaluation process, however, the system is not rigorous and does not fully identify all future priorities to promote continuous improvement.

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

Children are appropriately cared for in an environment which is accessible, inclusive and welcoming. There is a suitable range of both of adult-led and child-initiated activities which enable children to make satisfactory progress in the six areas of learning. Staff demonstrate an adequate knowledge the Early Years Foundation Stage and of children's individual preferences, however, on some occasion they are not clear of the learning intention for children. For example, during story time some older children show little interest, but staff do not offer a more challenging activity for them. In addition to this staff carry out observations but do not use this information to plan activities which are tailored to meet individual needs. As a result, some more able children show little interest in their learning which hinders their progress in the six areas of learning.

Children have some good opportunities to promote their independence. They select from a wide range of toys and resources and also develop good self-help skills as they play with the dressing up clothes. Older children use the toilet independently and are aware of the importance of hand washing. Children play well together as they share and take turns with toys. Frequent praise and encouragement enables children to develop their self-esteem and confidence. Children learn to be safe as they help tidy away toys and learn about road safety through discussions. There is an adequate range of opportunities for children to learn about different cultures and lifestyles as they access toys and learn about cultural festivals, such as, the Chinese new year.

A designated writing area is available for children to make marks. Older children make marks and form recognisable letters from their names with a suitable range of resources which include pencils, crayons and felt pens. Younger children use finger paints and brushes to express their feelings. There is a good range of books which promotes children communication skills. Staff are aware of younger children's favourite stories such as 'The Hungry Caterpillar'. They use this information well to extend their learning. This is further extended as children look

at their caterpillars which staff have collected. Children enjoy songs and rhymes which develops their language and vocabulary.

Younger children play with a good range of toys and equipment which make sounds and light up, whilst older children access a suitable range of equipment such as the laptop, calculators and the microscope which develop skills for the future. Children have daily opportunities to develop their physical skills. Staff provide appropriate equipment for younger children to help them stand up and walk which promotes their development. Older children use a good range of equipment, such as, bikes, scooters and cars with skill and confidence.

Children enjoy a satisfactory range of healthy and nutritious meals which are freshly prepared on the premises. Staff are fully aware of children's individual dietary and cultural requirements which ensures their welfare is well promoted. Children are able to freely access fresh water via the water bottles or beakers when they are thirsty. Children's health and hygiene is adequately promoted through a good range of routines which include regular hand washing. Staff ensure children use liquid soap and paper towels to help reduce the risk of cross-infection. There are good procedures for nappy changing and disposal which promotes younger children's health. Staff ensure they wear protective clothing, such as, aprons and gloves to help minimise the risk of infection.

## 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>	3
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	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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