

# Pippins Day Nursery & Nursery School

Inspection report for early years provision

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<b>Unique reference number</b>	135004
<b>Inspection date</b>	12/06/2012
<b>Inspector</b>	Jane Dobson

<b>Setting address</b>	Nuffield Orthopaedic Centre, Old Road, Headington, Oxford, Oxfordshire, OX3 7LD
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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**

Pippins Day Nursery & Nursery School is one of seven nurseries run by Bramleys Nurseries. It opened in 2000 and operates in a two-storey building refurbished as an NHS workplace nursery at the Nuffield Orthopaedic Centre in Headington, in the city of Oxford. Most children attending have parents working on the hospital site. The nursery is registered on the Early Years Register and both parts of the Childcare Register to care for up to 49 children under eight years old, with no more than 33 under the age of three years, at any one time. It is open every week day from 7.15am to 6.30pm, except bank holidays. There are currently 80 children on roll. The nursery is in receipt of funding for the provision of some free early education to children aged three and four years. Children attend for a variety of sessions. The nursery cares for children with special educational needs and/or disabilities, and children who learn English as an additional language. There are 11 members of staff working with the children, of whom the majority have a relevant early years qualification at level 3. The provision also employs a cleaner and a cook.

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

Overall the quality of the provision is good.

The nursery promotes children's welfare and learning effectively by providing a safe, inclusive environment where children and babies happily take part in a broad range of activities. The staff team knows all children well and makes sure the play environments for each age group match their interests, ages and abilities, so they make good progress overall. The children's high self-esteem and confidence results from the positive relationships they have with staff. The partnerships with parents and others are a significant strength and help the nursery to develop further. The manager and staff analyse their practice accurately, and have good capacity for continuous improvement.

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

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

- extend further the programme to promote children's creativity through providing a stimulating environment which values originality and expressiveness as highly as possible
- review the planning for adult led activities so these better meet the children's individual needs.

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

The manager and staff are well qualified and work effectively together as a team, making good use of their knowledge and skills. This means that children make good progress in their learning and development because of committed staff who know children well and plan together to meet their needs. Staff are carefully recruited and have regular training to refresh their knowledge about safeguarding children. They use risk assessment effectively to keep children safe. Staff consistently use equipment such as safety gates and high level door handles. Staff have warm relationships with children and babies and so they feel safe and cared for. The care for babies' emotional and physical needs is excellent. Adults wear slippers to keep floors clean; hygienic and special support cushions help babies to sit up safely to explore toys.

The manager involves parents and staff in self-evaluation and making improvements. As a result, they have developed a more spacious pre-school room with more resources. In addition, they reviewed the garden area and have started to make improvements. These changes have not been monitored to see how effective they are in improving the outcomes for children. Parents recently completed questionnaires and the manager plans to use the information from these to identify other areas to improve. Staff are encouraged to make improvements which will benefit the children. They take part in further training, some at a nearby university. They report they try out new ideas, for example, in language activities, which have improved children's communication skills. Planning is systematic, based on assessment of children's skills and shared knowledge about their backgrounds and interests, so their needs are frequently met. Children benefit from using a wide range of good quality resources and continue to develop their learning through age appropriate play activities. Target setting is not always challenging in adult led activities, so some children do not make as much progress as possible during such sessions.

Parents feel valued at the nursery, stating their views are welcomed, and information about their children is shared regularly. Babies and children's activities, routines and individual progress are shown in scrap books, daily diaries, wall displays and learning journeys, showing how well children are known individually. Parents are asked to contribute to these and this useful sharing of information helps staff to plan for their needs. Staff are consistent in planning carefully for children with additional needs, including those who learn English as an additional language, so all children do as well as they can. Parents may request translated documents or talk informally to the manager who speaks several languages, so they feel included and may be kept well informed.

The nursery has developed strong working partnerships with parents and outside agencies. Professional workers, such as physiotherapists and language support specialists, share information between parents and the setting. Information is also shared through partnership booklets with other early years settings which some children attend. This communication results in continuity of support for the children, including those with additional needs, and is valued by the families. There

are also useful links with nearby schools and staff support children in the transition when they leave preschool.

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

Staff use information from observations of children well to plan the next things children need to learn across the areas of learning and development. They know children well, and provide interesting indoor and outdoor activities to motivate them, so they join in enthusiastically. Staff do not always plan for individual needs as effectively as possible, however. For example, during some staff planned activities, children lose interest because they find the task either too easy or too difficult. Children are encouraged to follow their interests and move freely between activities so they willingly try things out. Staff do not always give children the opportunity to develop their own ideas such as in art activities and this restricts some creativity. Apart from these areas, staff generally interact well with children and extend their learning, particularly in child led play. For example, when children invite staff to join in their pretend play, the adults inspire children's imaginations and extend vocabularies, so children declare there is a 'tiger in the shed' and they are all 'scared'.

Staff show children that they care for them. They greet them warmly, listen carefully to what they say and respond with interest. They show sensitivity with babies, smiling, talking softly, and giving good eye contact and hugs. As a result, children and babies are happy, secure and confident, and make a positive contribution to the nursery community. They respond well to each other, show concern for each others' safety when playing on large equipment, and share toys. Older children kindly help young ones tidy away.

Children communicate enthusiastically because they are frequently encouraged to develop their speaking skills in different situations. Children listen carefully and repeat rhyming sentences, for example, when hearing a favourite story. Children show they are beginning to recognise numbers and words when they play games. Children use a range of tools with increasing skill and regard to safety, such as scissors for cutting paper, and cutlery at meal times. They learn about the local and wider community, by visits to the park and farm and celebrating festivals. In preschool children enthusiastically complete a special bear's diary when it takes part in family events at the weekend or goes on holiday with them. This activity encourages their interest in learning about different families and places, and helps them grow in understanding that families differ.

Children are developing a good awareness of healthy lifestyles through a variety of worthwhile ways. Lunchtime is a social occasion when they enjoy nutritious food and discuss with staff their likes and dislikes. The manager has information from parents about special dietary requirements and these are met well. Babies eagerly reach for toys which help develop their movement, skills and curiosity. Children develop new physical skills and enthusiastically practise running, climbing, and using wheeled toys outside. Older ones help staff to check the outside area, so are

progressing well in learning to be aware of risks and keeping safe.

## 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

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