

Oxford Day Nursery

35 Sherbourne Road, Acocks Green, BIRMINGHAM, B27 6DX

Inspection date	25/01/2013
Previous inspection date	28/05/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are safe at the nursery as the manager and all staff have a thorough understanding of safeguarding procedures. The premises are secure and effective risk assessments are carried out daily for each room.
- Children are happy and secure in the caring and welcoming atmosphere of the nursery. They benefit from healthy meals and snacks and have regular opportunities to be active in the nursery garden and when exploring the local area.
- Staff are monitored effectively by the manager which means that their training needs are identified and their skills improved. All staff work very well together as a team to evaluate their provision and formulate an ongoing action plan. This means that they are continually striving to improve learning opportunities for children.
- Staff work well together to plan interesting activities which take account of the needs and interests of all children. Parents and carers are fully involved in their children's learning and are encouraged to enhance aspects of this at home.

It is not yet outstanding because

- Resources in the pre-school room are not always readily available to the children to provide them with the chance to choose spontaneously what they would like to do.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the five base rooms.
- The inspector held meetings with the provider and the manager of the provision.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Catherine Sharkey

Full Report

Information about the setting

Oxford Day Nursery was re-registered in 2011 on the Early Years Register. It is privately owned and operates from three floors of a converted detached house in the Acocks Green area of Birmingham and is within walking distance of the local shops, schools and other amenities. It is managed by the provider and the manager. The nursery serves the local area and is accessed by a small step at the front entrance. The nursery opens Monday to

Friday from 7.30am to 6pm all year round with the exception of bank holidays. There is a fully enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff, all of whom hold appropriate early years qualifications at levels 2, 3 and 4. Children attend for a variety of sessions. There are currently 56 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities and receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance existing play experiences for children in the pre-school room through extending the range of resources readily available to them to provide more opportunity for spontaneous play.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff in each room work well together to plan some interesting activities for children, based on their interests and individual needs. They use their observations of children in order to assess their progress and plan their next steps in learning. Information from parents and each child's previous key person is also used so that they have a starting point on which to build. Most rooms are well organised and well resourced, particularly the baby room.

Parents and carers share detailed information with staff about their children's routines and what they can do. Some share their home languages and cultures which enhances all children's learning. For example, Polish parents bring in food and accompany staff and children on their visits to the local Polish shop so that they can ask for the things they want to buy. Children's progress records are readily available for parents to contribute to them with comments or photographs. Parents are given daily written information about their children's activities and routines and attend regular workshops where they take part in activities with children and staff in order to discover more about how children learn through play. This gives parents ideas about how they may best support children in their learning at home.

Children are engaged and interested in their play and are supported well by staff. Babies

choose from a wide range of colourful toys on the floor of their room and are encouraged to reach for them and to pull themselves up on furniture to practise standing and walking. They are supported well by staff in their use of push-along toys to enable them to develop these skills and they enjoy the lights and sounds on the toys. Babies know that if they press a button on a teddy's tummy it will produce a sound and they smile and gurgle with delight when they do this. Babies and toddlers develop their language well as they are encouraged to repeat words when they point to an object. Toddlers enjoy the role play area and enthusiastically pretend they are making tea.

The organisation of resources means that children in the pre-school room cannot always spontaneously access the full range of resources available in the setting. Staff work hard to ensure that children know what is available and take them to the storage area to select additional resources as and when necessary. Children in the pre-school room are supported to develop their mathematical and technological skills well through their independent use of the laptop to play number games. They learn the shapes and sounds of letters and familiar words as they look at the calendar each day with staff and find their names on the table at lunch time. The older and more able children are able to recognise other children's names as they know who will be sitting next to them. The environment is enhanced by staff by using labelling around the room to allow children to become familiar with writing for different purposes. Children take part in a discussion, which is led by staff and an art activity about Chinese New Year which gives them an awareness of other cultures and countries. They learn how to mix colours and say how many pieces of paper they need for the number of children at the table and compare the size of their brushes and the snakes they paint. This develops their mathematical language well. Children have good first hand experiences of nature and their environment through their walks to the park and the shops and when they see caterpillars change into moths and when they make a wormery, because staff plan such activities regularly. Children with special educational needs and/or disabilities are well supported as staff work closely with parents and outside agencies in order to give children the continuity of care they need and to fully include them in the life of the setting. It was not possible for children to play outdoors on the day of the visit, due to adverse weather conditions. The manager demonstrated through discussion though, that the nursery garden is used effectively to develop children's physical skills well through the use of a wide range of resources, such as balls, bats, wheeled toys and climbing and balancing equipment. Children are given outdoor learning opportunities equal to those indoors.

The contribution of the early years provision to the well-being of children

Children show they feel secure in the nursery as they sit with the kind and caring staff if they need to be comforted and hold up their arms to be picked up. Younger children are given comfort items from home when staff recognise there is a need and have books to look at containing family photographs which helps them to feel comforted. They arrive happily at nursery, and pre-school children are helped to learn each others names as they sing their good morning song, which gives them a sense of belonging. Parents are encouraged to stay and settle their child until they are familiar with the nursery. Children are confident in asking staff for things they need and in their interactions with staff and each other. Their self-esteem is promoted effectively by staff who take opportunities to

praise the children's work. Behaviour is good and children enjoy chatting to each other at snack and meal times which helps them to develop their social skills. They show an awareness of each other. Children are learning to be independent as they enjoy the responsibility of giving out the cups in the pre-school room and visiting the bathroom on their own. They are taught to have good table manners and encouraged to concentrate well on their activities.

All children learn about the importance of being active as they enjoy taking part in the planned weekly music, movement and dance sessions and take part in regular outdoor activities in the nursery garden or at the local park. Children are given healthy snacks and nutritious meals cooked on the premises. They learn to make healthy food choices and find out where their food comes from when they grow their own vegetables. Good hygiene is given a very high priority in the nursery which is reflected in the effective nappy-changing procedures and food preparation. Accident and medical records are well kept. This means that children's health is well protected.

Children's transition to a new room in the nursery is smooth as they know most of the staff and they spend increasing amounts of time in their new room with their key person until they become settled. Parents meet their child's new room staff to share information about their child's needs and this provides the opportunity for staff to share details of the routines and activities in the room. There are close links with local primary schools and children and parents meet the teachers and visit the schools before they start. The nursery staff liaise with the school staff so that children's individual needs continue to be met once they leave the nursery.

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

Children are very well safeguarded in the nursery as all staff have attended recent safeguarding training. They understand and implement the effective safeguarding policy and in addition to supervising the children vigilantly, they use risk assessment well to keep the nursery safe and secure. The premises are very secure as only staff can open the main door and there is a closed circuit television camera which enables staff to see who is at the door and what is happening in each room. The manager ensures that all staff have a clear understanding of their responsibilities and that they know how to report any concerns they may have about staff or children. Parents are kept informed of current safeguarding procedures and there are robust recruitment procedures in place to ensure that staff are suitable to work with children. This means that children are well protected.

The manager carries out regular, effective monitoring of staff, which enables her to assess their performance and identify their training needs. She provides very good support for all staff in their professional development so that they continue to improve their skills, which provides good quality learning experiences for children. Staff work together to evaluate the nursery's provision and make improvements which enhance children's learning. They are all very well motivated and strive for continuous improvement.

Parents and children have input into the provision as parents are encouraged to suggest

improvements and children are asked which activities they enjoy at nursery. Their comments are valued and acted upon, which means that they are involved in the life of the nursery. There are close links with many outside agencies and other professionals, such as an educational psychologist, the complex care team and the staff of a local children's centre in order to fully meet the needs of all children. Staff attend network meetings at other settings and share ideas and best practice which helps them to develop new planning ideas and to make improvements in the nursery. The early years development worker makes visits regularly to assist in their monitoring of the provision and to help staff set targets for improvement. Children's progress records are shared with their new teachers at local primary schools, which means that they are able to continue to build on their achievements in the future.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement

is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY427931
Local authority	Birmingham
Inspection number	875888
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	56
Name of provider	Shezad Inayat
Date of previous inspection	28/05/2012
Telephone number	0121 764 5535

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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