

Child First Banbury

8 Horse Fair, BANBURY, Oxfordshire, OX16 0AA

Inspection date	21/02/2013
Previous inspection date	15/07/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children engage readily in their play and receive good support from staff. There is a strong focus on enhancing communication and language development, which has a positive impact on children.
- Staff follow an effective system to observe and assess children's development and to plan for their next steps in learning. This process helps children to make good progress overall in relation to their starting points.
- Staff are friendly, enthusiastic and patient. They act as good role models, promoting positive behaviour and good relationships.

It is not yet good because

- Procedures to maintain security at the main door do not always work effectively in practice.
- Trailing electrical wires are accessible to children in the baby room.
- Significant condensation on windows and a lack of attention to keeping flooring clean impacts negatively on the quality of the nursery environment, particularly in the baby room.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 and care routines throughout the nursery building and outdoors.
 - The inspector completed a joint observation with the manager.
 - The inspector held discussions with the manager and staff throughout the inspection as appropriate.
 - The inspector held a meeting with the manager attended by other senior staff.
- The inspector sampled a range of documentation, including children's development records, staff qualifications and suitability checks, the self-evaluation form and parent questionnaires.

Inspector

Gill Little

Full Report

Information about the setting

Child First Banbury is one of five nurseries run by Child First Nurseries Limited. It registered in 2006 and operates from a converted museum in the centre of Banbury, Oxfordshire. The premises offer three base rooms with related facilities. There are two steps to access the front of the premises with level access to the rear. Younger children are cared for on the first floor of the premises, which is accessed by stairs. An enclosed garden is available for outdoor play together with an enclosed first floor roof terrace.

The nursery is registered on the Early Years Register and is currently caring for 102 children in the early years age range. It is registered on both the compulsory and voluntary parts of the Childcare Register although currently has no older children on roll. It supports children with special educational needs and/or disabilities, children learning English as an additional language and children from disadvantaged backgrounds. The nursery is open each weekday from 7.30am to 6pm for 50 weeks of the year. It is closed for bank holidays, a week at Christmas and for five staff training days throughout the year. It is in receipt of funding for the provision of free early education for children age two, three and four years. The nursery employs 26 staff; of these, 19 have relevant early years qualifications to level 3 and three have level 2 qualifications. The pre-school teacher has Qualified Teacher Status. In addition, two staff are working towards further qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve security, safety and hygiene procedures by reviewing security procedures at the main entrance, by making trailing electrical wires inaccessible to children and by reducing levels of condensation on windows and enhancing cleanliness of floor coverings, particularly in the baby room.

Inspection judgements

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

Children engage readily in their play and receive good support from staff. Pre-school children enjoy easy access to the garden where there is an interesting range of resources to explore. Staff set up a compact disc player outdoors so that children can listen to birdsong. They talk to children about the different birds, such as seagulls and nightingales. This activity introduces new vocabulary and helps children to develop an understanding of the natural world. In addition, staff encourage children to talk about their experiences of

being at the seaside, helping to develop their communication skills effectively. Children are keen to play 'monsters' and staff respond effectively to this interest, changing the music to a catchy, rhythmic beat. Children respond immediately with whoops of joy and copy monster movements demonstrated by staff. Through this activity, they are able to develop their responses to music, their physical skills and their imaginations effectively. Children are able to progress well in literacy as they become engrossed listening to stories read enthusiastically by staff. They concentrate effectively while sorting and comparing different sized toy elephants, which promotes their mathematical skills. Such activities support children well in preparation for their next stages of learning and for school.

In the toddler room, children enjoy exploring a painting activity, with good support from staff. They are able to add new words to their vocabulary as staff talk to them about the different colours. They learn about gold and silver as well as blue and green. They receive lots of praise and encouragement as they attempt to repeat the words and make marks with the different colours. They join in enthusiastically with songs, jumping up and down or lying on the floor at appropriate times, showing that they understand the actions. Such activities have a positive impact on all children, including those who have lower than expected starting points.

In the baby room, children explore a range of resources, which are easily accessible on the floor and in baskets. Staff model play effectively, such as pushing cars backwards and forwards or stacking bricks to make a tower. They talk to children routinely as part of everyday activities, rewarding them for making eye contact and using gestures. This approach promotes their communication skills effectively.

Staff support children well who are learning English as an additional language. They work closely with parents to find out about children's home languages and some staff are able to translate. This support has a positive impact on children and their families. Staff make good provisions for children with special educational needs and/or disabilities. They work closely with outside agencies to provide additional support where necessary. They plan activities to help children progress well from their starting points, such as developing independence.

Staff follow an effective system to observe and assess children's development and to plan for their next steps in learning. This process helps children to make good progress overall in relation to their starting points. Staff share their knowledge of children's progress with parents routinely through daily discussions and parents evenings to keep them well informed. They also regularly update 'All about Me' forms for individual children to find out about their current interests, which then influence future planning. Staff work with parents closely where necessary to support children's development at home, such as promoting behaviour and their understanding of road safety.

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

Care practices overall are satisfactory. However, there are some weaknesses in procedures regarding security, safety and hygiene. Despite clear instructions to nursery users not to

allow visitors into the premises, there are occasions when visitors are able to gain access without authority from staff. Staff maintain appropriate levels of supervision to keep children safe but security procedures are not fully effective. Considerable condensation on windows and a lack of attention to keeping flooring clean have a negative impact on the quality of the nursery environment, particularly in the baby room. The heating in this room is unreliable and staff sometimes use a portable electrical heater to maintain an appropriate temperature. The wires to the heater and to the fridge are accessible to children although staff do provide appropriate supervision to keep children safe.

Children overall are happy and settled in the nursery. They benefit from the friendly, enthusiastic and patient approach of the staff team. Staff act as good role models to children. They promote positive behaviour by using lots of praise and by helping children to learn how to play well together. As a result, children enjoy good relationships with staff and with each other, which helps them to feel confident. Babies are generally content and secure, as their key persons are close by, providing reassurance and attention.

Children learn to respect people from different cultural backgrounds by celebrating 'Jamaica Day', which includes enjoying Caribbean food. Staff use this opportunity to encourage older children to learn effective skills for independence, such as cutting up pineapples using knives under close supervision. Children learn to be careful while doing so, which enhances their understanding of sensible safety procedures. Staff reinforce children's awareness of the importance of healthy lifestyles by reminding them to wash their hands before they join the activity and explaining that fruit is good for them.

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

The nursery staff and management team demonstrates a satisfactory understanding overall of meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Routine risk assessments are in place to maintain suitable levels of safety. However, staff are not always rigorous in carrying out their daily safety checks and cleaning duties to eliminate all risks in their rooms. The management responds appropriately to any accidents sustained by children, ensuring that staff review procedures and rearrange furniture as necessary to prevent further injury. Instructions for security procedures at the main door are clearly visible to nursery users, although in practice they do not always work effectively. The nursery maintains staff to child ratios appropriately in all areas, which provides suitable supervision levels to keep children safe.

The nursery is undergoing a programme of refurbishment, such as improving kitchen facilities and the pre-school toilets. A recent water leak from the roof has caused some damage within the nursery. The management team has responded to this issue appropriately ensuring there is no risk to children. However, there are remaining weaknesses in the quality of the nursery environment, particularly in the baby room. Hygiene procedures across the nursery are satisfactory overall, with good procedures in place with regard to food preparation.

Effective recruitment and induction procedures are in place to assess the suitability of staff and to help them understand their roles and responsibilities. Staff receive regular training so that they are familiar with current safeguarding procedures, such as recognising possible symptoms of children at risk.

The management team supports staff well in delivering the learning and development requirements of the Early Years Foundation Stage. Staff receive one-to-one supervision time when they can discuss individual children, partnerships with parents and how to extend children's learning. The manager monitors the quality of children's development records and of planned activities to ensure that all children receive learning experiences that meet their individual needs. There is a strong focus on supporting children who are not meeting expected levels of development by working closely with families and outside agencies where appropriate to provide additional support.

Staff promote effective partnerships with parents and with other professionals involved in children's care. Staff are proactive in making links with other settings that children attend or will be transferring to, such as local childminders, pre-schools and schools. They offer visits to the nursery so that they can meet other people caring for children and they use communication books to share information. This approach has a positive impact on promoting continuity in children's learning and care.

Staff actively seeks the views of parents to help inform its self-evaluation process. Through questionnaires, parents demonstrate that they are happy with the nursery, commenting that children enjoy attending and that communication levels are good. Staff also seek the views of children to ensure that they are reflecting their interests within daily activities. As well as the refurbishment programme, the nursery is planning to further enhance the system for assessing children's progress in response to an increase in the number of children on roll.

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 action. 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	EY342515
Local authority	Oxfordshire
Inspection number	905714
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	90
Number of children on roll	102
Name of provider	Child 1st Nurseries Limited
Date of previous inspection	15/07/2010
Telephone number	01295 273743

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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, which are usually the childminder's 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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