

Lord Williams's School Day Nursery

Oxford Road, Thame, Oxfordshire, OX9 2AJ

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| Inspection date | 21/05/2013 |
| Previous inspection date | 20/06/2011 |

| The quality and standards of the early years provision | This inspection: | 2 |
|--|-------------------------|----------|
| | Previous inspection: | 2 |
| 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

- Practitioners work successfully with parents to ensure children settle into the nursery and their needs are met.
- Children are happy; they make strong relationships with key people and with each other, and learn good manners and how to behave.
- Practitioners have a good understanding of the curriculum and deliver this well to help children reach their individual goals.
- The management team successfully helps practitioners to develop their professional knowledge and skills; this ensures practice within the nursery is consistently good.

It is not yet outstanding because

- Opportunities to share and use information about what children are learning at home are not consistently promoted throughout the nursery.
- Self-evaluation systems are not fully developed. The management team does not have a complete picture of the views of parents, staff and children on areas where further development may be needed.

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.

Inspection activities

- The inspector conducted a joint observation with the nursery manager.
- The inspector observed children engaging in activities with staff.
- The inspector looked at a sample of policies and procedures.
- The inspector spoke with parents to gain their views.
- The inspector looked at a sample of children's development records to track their development.

Inspector

Carolyn Hasler

Full Report

Information about the setting

Lord Williams's School Day Nursery was registered in 1992. It is a non-profit making organisation managed by a committee of parents and members of the local community. The nursery operates from a purpose-built building in the grounds of Lord William's Secondary School at Thame, Oxfordshire. There are separate, enclosed outdoor areas for the babies and older children. There is a car park on site. The nursery is open each weekday from 8am to 5pm for 46 weeks of the year, excluding bank holidays. The nursery is on the Early Years Register. There are currently 85 children on roll. Children aged six weeks to five years may attend on a full- and part-time basis. The nursery provides funded early education for three and four-year-olds. Children come from a wide catchment area to attend and preference is given to children of staff at Lord Williams's School and other employees of Oxfordshire County Council. The nursery currently supports a number of children who are learning English as an additional language and children with special educational needs and/or disabilities. There are 14 members of staff working with the children. Of these, 12 hold an appropriate early years qualification, including one with an Early Years Foundation Degree. Operational links are in place with the school on whose site the nursery is located.

What the setting needs to do to improve further

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

- develop further the two-way flow of information with parents to encourage them to share their observations on children's development at home in order that this information can be used to help guide planning
- build on self-evaluation systems to capture the views of parents, staff and children, for the purpose of identifying all strengths and areas for improvement within the nursery.

Inspection judgements

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

Children enjoy a range of exciting activities during their day. They are able to move around from activity to activity, practising old skills and having a go at new ones. Practitioners encourage children to use all the space available, including outside spaces. This widens children's learning experiences and also encourages them to be active. There are lots of practitioners around to support and help children learn. They offer helpful

suggestions, ask questions and give encouragement. They introduce children to lots of new language and challenge them to try new experiences. Stories, singing and show and tell activities encourage children to develop confidence in listening and speaking. There are many examples of children learning through sensory experiences, such as touch, smell and taste. Children have fun learning and this helps them to learn independently.

Practitioners are careful to plan activities, which interest children and cover the seven areas of learning within the curriculum. Overall, they have a clear understanding of what children can do. They are initially good at seeking parents' views on their children's development. The nursery shares equipment, such as books and accompanying story prompts, which children can take home. Parents are encouraged to support themes, helping to extend learning for children. However, the sharing of information about children's learning at home is less consistent in order to help guide planning for individual children. Observation and assessment systems are strong; this includes the progress check for two-year-olds and regular assessments shared with parents throughout the year. Targets for children link well to the curriculum and successfully help children make good progress.

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

Practitioners and parents work well together to help children settle into the nursery. Practitioners spend time with children and parents building trusting relationships, which support day-to-day care arrangements. Practitioners' familiarity with home routines helps children feel more comfortable. Practitioners show caring attitudes; they offer comfort to distressed children, and are calm and welcoming. All children form strong attachments to their special person or key person, who makes time for them. Older children are building good relationships with each other and friendships are forming. They share equipment, cooperate with each other and share ideas within their games. The nursery teaches children about other people's differences and similarities. Practitioners have developed a range of resources to encourage children's familiarity with diversity issues. In addition, they celebrate a range of festivals from around the world and British culture. Written text in home languages encourages children to feel their home cultures are important.

Practitioners maintain a safe environment and help children understand how to play safely. For example, children learn to be careful around younger, less mobile children. Supervision is good and practitioners engage children within games or learning activities. Children manage their own behaviour well, learning manners and being helpful towards one another. Visual aids help children learn the sequence of hand washing routines. They enjoy wearing a badge and receiving a sticker to take home when they have completed this task well. This encourages good hygiene habits. Physically challenging activities, such as building with large construction equipment, riding tricycles and learning ball skills, encourage children to be active. Snacks and meals are freshly prepared on the premises and are healthy and nutritious. Children gain good eating habits because they develop tastes for healthy foods. Planting areas in the outside space encourage children to learn where some foods come from. Children are encouraged to be independent and manage

their own personal needs. They dish up their own meals, eat with cutlery and are encouraged to manage clothing, such as coats and shoes.

The learning environment offers children a range of activities and encourages their developing skills in all areas. Practitioners help children make the most of the resources. This gives children the confidence to move forward in their learning within the nursery or as they leave to join other settings.

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

The management team has a good overview of the skills of their practitioners and their ability to deliver the curriculum. They monitor practice to ensure teaching is consistently strong for all ages. Planning, observation and assessment skills are precise and incorporate targets for individual children. This ensures children receive a broad range of activities within the educational programme.

Training for safeguarding is tracked and regular discussions at team meetings keep safeguarding at the top of the agenda. Practitioners understand their roles and responsibilities to keep children safe. There is a range of policies and procedures, which underpin the nursery's practice. The management team has a robust recruitment process, which includes effective vetting procedures. The premises are secure and the effective implementation of risk assessments ensure the premises and resources are fit for purpose.

The management team ensures that all practitioners undergo induction and have access to training, regular supervision and appraisals. Staff observations help identify development needs and enable coaching to take place. Practitioners are encouraged to develop their knowledge and understanding of good practice. Self-evaluation takes place; however, this system is not yet fully developed to obtain the views of staff, parents and children, for the purpose of fully identifying all areas for future improvement.

Overall, relationships with parents are strong. They feel well informed and highly value the support they receive from the nursery. Practitioners work hard to establish relationships with their early years professional partners. They share developmental information on individual children where appropriate with childminders and other nursery provision. Where children are soon to leave for school, the nursery encourages teachers to visit. This helps to prepare children well for the next stage in their learning journey.

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

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|------------------------------------|------------------------------------|
| Unique reference number | 133497 |
| Local authority | Oxfordshire |
| Inspection number | 917802 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 39 |
| Number of children on roll | 85 |
| Name of provider | Lord Williams's School Day Nursery |
| Date of previous inspection | 20/06/2011 |
| Telephone number | 01844 260231 |

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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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