

# Oxfam Workplace Nursery

Oxfam House, John Smith Drive, Oxford, Oxfordshire, OX4 2JY

<b>Inspection date</b>	13/06/2013
Previous inspection date	29/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- The manager provides effective leadership and there is a positive attitude to driving improvements throughout the nursery.
- Staff build strong partnerships with parents so that they can meet the individual needs of the children successfully.
- Children play in stimulating outdoor areas where they engage in activities that cover all areas of learning.
- Staff monitor the children's development closely and use the information effectively to plan individual programmes to support children's progress and identify any gaps.
- Staff follow robust policies and procedures to help maintain the health and safety of the children.

### It is not yet outstanding because

- Staff do not always present resources well to encourage children to develop their imaginative role-play and act out their own creative story lines.
- At times, children lack guidance in learning how to write the letters of their names.

## 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 in all rooms and outdoor play areas.
- The inspector had discussions with staff, parents and children.
- The inspector had a meeting with the manager and shared a short observation in one room.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and policies.

## Inspector

Jill Milton

## Full Report

### Information about the setting

Oxfam Nursery registered at its current premises in 2005 and is primarily a work place nursery for children of Oxfam staff. The nursery is located in the Oxfam headquarters in the Oxford Business Park South in Cowley, Oxford. The accommodation consists of a range of rooms and there is an enclosed outdoor play area. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 52 children on roll in the early years age range. The nursery receives funding for the provision of free early education for children aged three and four years.

The nursery opens on Monday to Thursday from 8.45am to 5.15pm and on Friday from 8.45am to 5.00pm. The nursery opens all year apart from a week at Christmas and Easter. The nursery employs 12 members of staff to work directly with the children, ten of whom have suitable qualifications. The manager holds Early Years Professional Status.

### What the setting needs to do to improve further

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

- provide children with more stimulating role-play areas so they can develop their imaginative ideas more fully
  
- review the way staff support children's early writing so that children make rapid progress when learning to write their names.

### Inspection judgements

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

Children develop positive attitudes to learning and staff provide enthusiastic support. Overall, staff are good at noticing children's interests and extending their learning. Children show encouraging social skills as they behave well and many are forming friendships within the nursery. Recent training attended by staff on promoting positive behaviour is proving beneficial in creating a happy, busy atmosphere. Children have a wide range of experiences to help them develop respect for others. They hear music from different cultures and see images of children from around the world. Staff provide resources that challenge stereotypes such as job roles of men and women.

Children explore many textures and materials that stimulate their senses. Staff create

areas for children to feel fabrics and compare wood and metal objects. Children use scissors and glue sticks with care and control. They complete puzzles and gain increasing coordination as they use cutlery. Children enjoy using dressing up clothes and props such as bags and purses. However, staff do not always present areas for this type of role-play creatively to encourage children to develop their stories and imagination. Children enjoy taking part in simple science experiments. For example, they explore what happens when bicarbonate of soda and vinegar come together. Staff are good at capturing these moments with photographs and words to create wall displays. Parents receive internet links to encourage them to try activities like these at home with the children. A windy day provides fresh ideas and children thoroughly enjoy experimenting with paper and string to make kites. Staff provide encouraging support for the children's ideas. Children learn about nature as they tend to wild flowers and vegetables. They use rainwater collected in a covered water butt to introduce children to ideas about recycling. Children learn to operate equipment, such as a computer or tape recorder, so they develop confidence in using technology. They have interesting conversations with staff about how to care for the giant African land snails.

Staff use songs and musical instruments effectively to introduce children to rhyming words. Children express their choices about which song they would like to sing and small group times are enjoyable occasions. For the older children staff use group times to encourage good listening skills. This is part of helping to prepare children well for school. Children are attentive when staff use soft toys and quiet voices to tell stories. Many children recognise their own names and they visit the writing area where they show an interest in mark making. There are examples of writing around the nursery, although staff do not always take opportunities to help the children learn to write their names. The white boards outdoors are proving a popular resource for children to experiment with pens and paintbrushes.

Staff make regular dated observations of every child and they use the information effectively to plan individual activities. The children's files demonstrate that they are making good progress. Staff share the information with parents and with their permission will forward details on to school. Staff are knowledgeable about the children in their care. One way this is apparent is in the detailed progress checks they complete for two-year-olds. Staff monitor how well they are assessing the children's development and recently noted some gaps in mathematics. They attended to this with fresh resources and new ideas. As a result, children now access interesting activities to encourage sorting and measuring. Staff are good at asking children questions that make them think of solutions to problems. As a result, children are making good progress through enjoyable experiences.

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

A well-established key person system operates throughout the nursery to provide families with individual support. Parents and children receive a friendly welcome from staff. At the end of the day, the same staff talk to parents and complete a diary to provide feedback to them about their children. These consistent interactions mean that staff and parents

regularly discuss the children's individual needs. Staff engage children quickly in activities helping them separate from their parents and children soon settle happily. The small group of young children in the Butterfly room, where children start, adapt quickly to the routine and receive close attention. They develop confidence in exploring their room and making decisions about what to play. New low-level display units and the provision of a covered outdoor area are two improvements that are raising the quality of children's early education.

Children are keen to play energetically outdoors. They are learning how to stay safe as they climb and balance on equipment. Staff provide good support in encouraging children to become independent. Those approaching school age manage tasks like caring for their belongings or visiting the bathroom. Children eat a healthy range of foods prepared on site and they sample dishes from a wide range of cultures. They are familiar with routines such as hand washing before eating and they sit sensibly around tables to share meals. Staff are attentive to the dietary and health needs of individual children. Staff receive training in specific medical procedures and they work with parents to share menus and health information. Staff are taking part in an initiative with an early years professional to extend their work with parents. This project has the prime focus of helping families prepare for children's move to school. Staff are liaising with schools and using resources like books to prompt discussions. When children move rooms in the nursery, the staff make sure there is a gradual process of change. This helps children develop familiarity with new situations so they feel safe and secure.

Children play in colourful, bright rooms. Staff are improving the way they present resources so that children take a more active role in deciding what to play with. The range of resources covers all areas of learning and staff follow a routine for regular cleaning of equipment. Staff recognise the benefits for children in learning through play outdoors and they provide many activities in the garden. Staff provide comfortable sleeping areas for children and they check on them at regular intervals. There are areas for rest so that children have a balance between active and restful play.

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

Staff have a good understanding of the safeguarding and welfare requirements. A wide range of policies underpin practice and staff are consistent in adopting procedures in their daily work. There is a strong focus on safeguarding children, with robust steps in place for the recruitment of new staff. The nursery has the support of Oxfam services such as Facilities and Human Resources to add a further level of safety and security. Staff attend essential training courses through the local authority, for example in safeguarding children. They also receive guidance to take on other roles, such as fire marshals, to help keep children safe. Staff are consistent in their understanding of child protection. They know what to do about any concerns for a child's welfare and they are fully aware of the nursery policy on safeguarding. Staff are vigilant in keeping the nursery clean and safe, planning ahead to minimise hazards. They have checklists and written risk assessments that indicate their attention to detail. Staff adopt good hygiene procedures throughout the

nursery. They receive the highest scores in standards from environmental health and they undertake training in the safe handling of food.

Staff form successful working partnerships with parents based around good levels of communication. Parents have access to all policies through the Oxfam intranet and they receive regular updates through newsletters. Staff are flexible when new families start, offering a gradual settling in process that meets individual needs. There is encouragement for parents to share in nursery events, such as birthday teas or festivals reflecting home cultures and religions. Feedback from parents during the inspection reflected many positive comments. Parents frequently refer to the caring nature of the staff. The voices of parents form a key role in the nursery and they take part in the recruitment process and review of staff performance. Parents complete regular questionnaires and staff respond quickly to address the occasional concern.

The manager of the nursery provides strong leadership and uses her knowledge and experience to drive improvements. Staff reflect frequently on their practice and they work effectively in teams to raise standards. They make successful use of audits to bring about better learning environments for children. Staff receive strong support through a programme of continual professional development. Since the last inspection, staff have worked hard to improve the outcomes for older children in the nursery. There are now more effective systems in place to assess development and use the information to plan activities. Senior staff are now looking at the achievements of all the children. This is helping to monitor the standards of early education and ensure any gaps in learning are promptly addressed.

### **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

<b>Unique reference number</b>	EY309265
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	843829
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	28
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Oxfam
<b>Date of previous inspection</b>	29/07/2009
<b>Telephone number</b>	01865 472264

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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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