

Child First Banbury

8 Horse Fair, BANBURY, Oxfordshire, OX16 0AA

Inspection date	27/09/2013
Previous inspection date	21/02/2013

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

- The nursery has made significant improvements under the leadership of the new manager. There is a culture of ongoing development, which is having a positive impact on children and staff.
- An ongoing refurbishment programme throughout the nursery is successfully improving facilities and the quality of the learning environment.
- Children of all ages engage in purposeful activities, with good support from the staff team.
- Consistent procedures for observing and assessing children's progress are successful in enabling staff to plan activities to reflect children's individual needs.

It is not yet outstanding because

- Children under three years have fewer opportunities than older children to explore the natural world.
- While staff recognise the importance of children's home languages, they do not always reflect these consistently through resources and activities.

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 practice in all playrooms and outdoor areas.
 - The inspector held a joint observation with the manager in the pre-school.
 - The inspector talked to staff, managers and parents at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including children's development records, staff suitability records and the nursery's action plans and self-evaluation form.

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 116 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 24 staff; of these, 15 have relevant early years qualifications to level three and three have level two qualifications. In addition, three staff are working towards further qualifications.

What the setting needs to do to improve further

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

- extend opportunities for children under three years to explore the natural world to broaden their understanding of the environment

- extend resources and activities around the nursery to reflect and include children's home languages to show that home languages are important and valued.

Inspection judgements

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

Babies enjoy exploring a range of good quality resources under the careful guidance of their key persons. There is easy access to an interesting display of black, white and red resources, which include textured toys, cushions, mirrors and brushes. A variety of 'treasure baskets' entice babies to handle and explore different objects, such as a furry slipper and dressing up hats. Staff support them well, using lots of interaction and age appropriate vocabulary to promote communication skills. Children smile and reach out for

resources as their key person plays 'peek-a-boo', demonstrating that they feel safe and are interested in their environment. Staff plan interesting experiences, such as a 'fairy day', involving parents by encouraging them to provide relevant costumes. They involve babies fully, enabling them to use paint and glitter to decorate a 'fairy well', displayed proudly in their room. Babies are able to move freely and safely on to the small outdoor balcony and into the next room, where the focus is on children from two to three years. Here, children develop their physical skills by carefully balancing wooden blocks to build towers of different patterns, with close support from staff. They snuggle up with staff in the book corner to enjoy stories and they squeal with delight as they explore the water tray and its resources. Children in these age groups regularly visit the garden on the ground floor and enjoy outings in the local community, including trips to the park. However, there are fewer opportunities for them than for older children to explore the natural world, as related resources and experiences are not always available in their main rooms.

Children in the pre-school benefit from a wide range of activities to promote their learning in all areas. The outdoor environment is inviting and stimulating. Children become engrossed observing the baby guinea pigs in the 'enchanted forest' area. Several boys concentrate for a long time in the construction area where they build walls with real bricks, sand and toy trowels. Staff effectively follow children's interests, helping them to make a 'campfire' next to a tent, using bricks, logs and cooking utensils. Other children concentrate intently as they try to fish objects out of a water tray with fishing nets. Staff extend children's learning well through good quality discussion and providing further resources or suggestions to challenge their skills. Spontaneous singing sessions result in lots of giggles, with the staff having as much fun as the children. Such experiences have a positive impact on children's approach to learning. Well-planned focused activities, such as learning about different items of office equipment and how they work, help children to develop a range of skills. They learn how to use a hole punch and a shredder, which promotes their understanding of technology. They have great fun pretending that the shredded paper is snow, which promotes their imaginative skills well.

The nursery provides good support to children with special educational needs and/or disabilities. All staff involved in their care, including the manager, special educational needs coordinator, room leaders and key persons, work well together to meet children's individual needs. They make good use of the expertise of outside agencies by following agreed strategies consistently. The nursery generally supports children successfully who are learning English as an additional language. They learn key words in children's home languages and liaise closely with parents. However, they do not always reflect children's home languages consistently through resources and activities to show that such languages are valued and important.

The staff team makes good use of the nursery's procedures for observing and assessing children's progress. Key persons identify their key children's achievements and interests and feed these into weekly planning so that activities are relevant and challenging. As a result, children are making good progress ready for the next stage in learning. Staff work closely with parents to keep them well informed of their children's progress and their day-to-day welfare. They encourage parents to support children's learning at home, such as

suggesting books to read or encouraging counting through play.

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

Since the last inspection, the nursery has made good progress in improving the learning environment, particularly in the baby room. New heaters, new floor coverings and newly painted walls, along with improved play resources, provide a much more inviting and comfortable play space. These improvements have a positive impact on staff, as well as children, which contributes to good levels of morale. Improvements have also been made to security at the main entrance, including the use of CCTV and installing an additional safety gate, so that children are safe while in the nursery.

The new manager has implemented improvements to the key person system, including additional training, so that key persons are more strongly focused on meeting children's individual needs. Relationships between children, their key person and other staff are positive. Levels of behaviour throughout the nursery are good. Staff gently remind children to treat each other with respect. They use effective strategies to manage any difficult behaviour, such as encouraging children to engage in more purposeful activity. Children develop good skills for independence as staff promote this well, such as encouraging children to butter their crackers at snack time or to put shoes on by themselves. Such experiences are valuable in helping children to prepare for their next stages of learning and for school.

Staff promote children's understanding of safety successfully. They promote safety routinely through everyday activities, such as reminding children how to handle wooden blocks carefully. They also support children's understanding through planned activities, such as reminding them to be careful with scissors or explaining the dangers of using a shredder.

Staff promote healthy lifestyles by providing nutritious food and snacks, daily opportunities for outdoor play and by promoting good hygiene. The nursery uses locally sourced food and provides a diverse menu reflecting foods from around the world. Staff support children to wash their hands before eating or to wipe their noses with tissues, so that these routines become well-embedded.

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

The senior management team demonstrates a clear understanding of its responsibilities to meet the legal requirements of the Statutory framework for the Early Years Foundation Stage. The inspection was brought forward following a previous visit from Ofsted to respond to a concern raised. Actions were set to implement an effective safeguarding policy and to take appropriate action when children are ill. Evidence gathered at the inspection found that the new manager has taken effective steps to implement the nursery's policies and procedures fully, including those relating to safeguarding and illness.

She has reminded staff verbally of correct procedures, reissued policies and undertaken spot checks in rooms to ensure that practice reflects policy. She ensures that staff undertake appropriate training routinely, including first aid and safeguarding. Staff demonstrate that they understand related policies clearly. They are aware of possible symptoms of children at risk and know what to do if they have concerns. There is a clear process in place to report any concerns to the appropriate authorities. Staff are able to confidently explain what they would do in the event of an accident or illness.

The nursery has also responded positively to an action set at the last inspection to improve security and the learning environment. Under the leadership of the new manager, the refurbishment programme is having a positive impact on children and staff. As well as new equipment and redecoration, the manager has improved the learning environment through spot checks and audits. Changes to the way staff use space, such as providing a book corner and a messy play corner in areas previously used as storage or nappy changing, provide better learning opportunities for children. New technology, together with improved procedures to supervise the front door, means that the nursery building is now more secure. Daily visual safety checks, along with routine risk assessments, further promote children's safety. A variety of well considered action plans provide the basis for ongoing improvement, resulting in more effective staff deployment, better organisation of mealtimes and development of the key person system. The new manager clearly demonstrates significant improvements in practice in recent months. Regular observations of staff by senior management, together with routine meetings, help to identify strengths and areas for further improvement. Ongoing, focused training and involvement in specific projects, are encouraging staff to develop their skills and therefore improve practice further. As a result, procedures to monitor staff performance and the educational provision are effective. There are good procedures in place to identify children who need additional support and to work in partnership with outside agencies.

Robust recruitment procedures are in place to assess the suitability of staff working on the premises. Induction procedures are successful in helping staff to become familiar with the nursery's policies and procedures and to understand how these work in practice.

The nursery develops positive partnerships with parents, who comment favourably on the support their children receive. Clear information is available to parents through daily messages, an e-mail service and a 'settling in' pack. Various events, such as a coffee morning, encourage parents to socialise and spend time in the nursery. The nursery also works in partnership with local schools to which children will transfer. Staff provide written reports about children's progress to promote continuity. The nursery is planning to strengthen such relationships further by organising visits to schools so that staff can spend time with children's new teachers.

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	933696
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	116
Name of provider	Child 1st Nurseries Limited
Date of previous inspection	21/02/2013
Telephone number	01295 273743

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

