

Adderbury Day Nursery

The Hub, Twyford Mill, Oxford Road, Adderbury, BANBURY, Oxfordshire, OX17 3SX

Inspection date

Previous inspection date

27/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff place a good emphasis on supporting children's emotional development so that they feel settled and ready to learn through play.
- Staff are knowledgeable about the individual needs of the children so that they can help them make good progress in their development.
- Staff are creating the outside play area into a stimulating place for learning that the children are eager to use.
- Effective use of reflective practice and realistic action plans are bringing about the speedy development of good standards of care in the nursery.

It is not yet outstanding because

- Staff do not fully engage parents in the on-going monitoring of children's development and planning of how to support the next steps in learning together.
- Staff do not have strong partnerships in place with staff working in other settings children are attending in order to share information about children's care and learning.

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 observed activities in the three base rooms and the garden.
- The inspector conducted a joint observation with the manager.
- The inspector sampled a range of documentation including children's assessment records.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in a parent survey.
- The inspector had discussions with staff including the manager and the owner of the nursery.

Inspector

Jill Milton

Full report

Information about the setting

Adderbury Day Nursery is a privately owned nursery that registered in 2013. The nursery operates from converted offices in a small business park at Twyford Mill, near Banbury in Oxfordshire. The premises consist of three base rooms, a sleep room, an office, a kitchen and staff facilities. There is an enclosed outdoor play area. The intake of children is from the local villages and the town of Banbury.

The nursery is registered on the Early Years Register. It is open for 50 weeks of the year on weekdays from 8am to 6pm. There are currently 60 children on roll between the ages of nine months and three years. The nursery is in receipt of funding for the provision of free early education for children aged two and three years. Staff provide support for children with special educational needs and/or disabilities. The nursery employs ten staff, over half of whom hold relevant qualifications, including one who has Qualified Teacher Status.

What the setting needs to do to improve further

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

- encourage parents to contribute to the assessment of children's development to share ideas about how to support learning
- establish links with staff at other settings children attend to provide good continuity in children's care and early education.

Inspection judgements

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

Staff provide effective support to children's individual needs, helping them to make good progress in their learning. Children develop skills useful for their future school life. They are able to make decisions about what to play and to develop independence with tasks such as using scissors or visiting the bathroom. Staff present the resources well with many items on low-level storage units so children can reach for themselves. Children decide which toys to use in the water tray or what game to play on the rug. They show a positive attitude to learning through play.

Staff have a good knowledge of local schools when children are ready to move on. However, they have not yet established strong links with other pre-school settings children currently attend. Staff have procedures ready to complete progress checks for two-year-olds. They have the necessary training and experience to support children with special

educational needs and/or disabilities. They are establishing early links with professionals, such as a speech therapist, in order to narrow gaps in children's development. Staff share information with parents about early learning through articles in the newsletters and through daily conversations. However, parents are not fully involved in the assessment process to enable them to support the next steps in their child's learning.

Children of all ages enjoy sharing songs and stories with staff. There is good support to language development since staff acknowledge children's attempts to communicate. Staff provide babies with close attention during meal times and they use care routines like nappy changing to chat and sing to the children. Children recognise their names on placemats and staff provide many laminated signs inside and outdoors to introduce print. Staff are effective in using questions to encourage children to think and solve simple problems. Outdoors, children investigate what happens to balls in a cardboard tube resting on a slope. They are keen to show their developing understanding as they discuss road signs with staff or press buttons to make sounds. Children use mathematical words to describe differences in size and quantity. Staff use spontaneous moments in play to bring in different areas of learning, picking up quickly on children's curiosity.

There is a good emphasis on providing children with resources to express their feelings and imagination. Babies are curious about exploring shredded paper and they respond with giggles when staff interact with them. When babies concentrate, for example at posting a shape in a box, they are pleased to receive praise from staff. This provides them with the motivation to try tasks again. Older children use a well-stocked area for expressing their creativity. They can use a wide range of materials to make pictures and models, showing concentration and imagination. Children explore the outdoor area with enthusiasm as they water plants, draw on chalkboards or dig in compost with increasing coordination. When staff suggest ideas, such as testing out corrugated card for a roadway for the cars, children are keen to join in. There is a good balance between activities that children initiate and those moments when adults make suggestions. Staff monitor the children's development regularly. Following attendance at training, they are refining systems to ensure consistency between the team. Staff speak knowledgeably about the children in their care and they bring what they know into planning the weekly activities. This helps to ensure each child is receiving good support to help them make progress.

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

Children settle well and form strong bonds with staff. This helps children to feel safe and ready to enjoy play. Children show confidence in their surroundings and they feel secure to explore different rooms in the nursery. Children mix with those of different ages and some appreciate the chance to visit their siblings. Babies find comfort from their key members of staff when they need reassurance. Staff plan the nursery day well so that children are aware of what is happening next. They collect detailed information from parents when new children start to help them meet needs. Babies follow their own routines based around the individual sleep patterns they develop at home. Staff provide calm, quiet places to encourage children to rest and sleep in comfort.

Staff work closely with parents to meet the children's health needs, receiving training in how to cope with situations such as anaphylactic shock. Children learn how to keep themselves healthy as they brush their teeth after meal times. They show a positive attitude to active play outdoors, quickly fetching coats and boots to play outside. Children play with confidence and control on the slopes of the garden. Staff are on hand to help younger children manoeuvre toys and negotiate steps safely. Staff provide a good range of energetic activities indoors too, with action songs and games with a parachute. The use of these activities helps to reinforce messages about the fun of physical activity. Meal times are well organised. Staff adapt thoughtfully as the numbers of children attending increases. Younger children now have meals in their own base room. They benefit from spending time with a smaller group of children and adults. The older children show mature behaviour as they sit together for lunch. They receive support from staff as they manage cutlery and make healthy choices about what to eat. There is a nutritious range of foods on the three-week rolling menu with foods prepared freshly in the new kitchen.

Children throughout the nursery show good manners and encouraging social skills. They receive frequent praise from staff that helps boost their self-esteem. Children develop respect for others as they play with resources that reflect diversity in a positive way. Staff plan celebrations throughout this first year of operating, to introduce cultural events different to the children's home backgrounds. Staff create a welcoming atmosphere in the nursery. The refurbished premises are bright, colourful and clean. Resources are of good quality and staff put thought into making a stimulating learning environment. There is a programme of development to increase the range of equipment. This is evident in the garden that is quickly becoming an exciting space for learning through play. Staff quite rightly recognise that some children learn more effectively outdoors. Staff show consideration to children's emotions when they plan moves between rooms. They keep parents informed of changes and pass on developmental information to key staff. The open-plan nature of the nursery means that children are already confident in exploring new areas. Staff refer frequently during the inspection to their focus on children's well-being. Parents appreciate the effectiveness of staff support in this key area of child development.

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

Staff demonstrate a good understanding of the safeguarding and welfare requirements. In setting up this new nursery, they establish effective procedures to help keep children safe. Staff carefully supervise the front entrance, for example, when families are arriving and only staff know the combination code to door locks. Staff use charts to remind themselves of checks to carry out inside the building and in the garden. They use risk assessment effectively to plan how to reduce hazards as different situations arise, such as an outing. This sensible approach extends to protecting children's individual health requirements. Staff have strong procedures in place for safeguarding children's welfare. There is a rolling programme to ensure all members of the team receive child protection training. Staff show a competent awareness of the issues that would cause them to make a safeguarding referral. They are also clear about nursery policy that does not allow them to use personal

mobile telephones when they are working with the children. Staff gain consent to use children's photographs in publicity material, respecting family wishes if they decline. During the day, the staff maintain a clean environment and follow good hygiene procedures when carrying out routines like nappy changing.

Staff receive strong leadership from the owner and the manager who both bring different skills and experience to the nursery. A clear set of policies is underpinning the day-to-day routines and all this information is available for parents. The nursery is actively recruiting new staff as numbers of children attending increases at an encouraging rate. Recruitment procedures follow careful guidelines to check the suitability of adults who wish to work with the children. Systems are already in place to encourage staff to develop their professional skills. Senior members of the team are conducting staff appraisals and there is a positive approach to training to gain further qualifications. This use of self-evaluation to reflect and identify areas for improvement means the nursery is developing successfully. Staff make good use of team meetings to review progress and create realistic action plans. The manager has a good understanding of how to use audits to reflect on practice and aim for higher standards. Together with the input from the qualified teacher on the team, there is a strong lead on helping staff to meet the learning and development requirements.

Overall, staff develop good partnerships with parents. Staff respond positively to feedback they receive from families through questionnaires. For example, staff now use a notebook to record care routines like sleeping times, at parents' request. They now provide a cooked lunch for children, again following consultation. These actions demonstrate the value staff place on the opinions of the families using the nursery. Parents speak highly of the standards of care the children receive and during the inspection were keen to share their positive feedback. Parents who started using the nursery from its opening date report on the constant improvements they see staff making.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY464266
Local authority	Oxfordshire
Inspection number	931441
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	34
Number of children on roll	60
Name of provider	Adderbury Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	01295810874

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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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