

The Oxford Nursery

Montreaux, Warpsgrove Lane, Chalgrove, Oxford, OX44 7RW

Inspection date

Previous inspection date

07/04/2014

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 provide an exciting and fun range of indoor resources and learning experiences which inspire children to become active learners. Staff plan and deliver the seven areas of learning well to promote children's progress effectively.
- Family grouping promotes children's personal, social and emotional development, and their communication and language development well. As a result, all children make good progress in the most important areas of their early learning.
- Leadership and management of the nursery is effective as the directors, manager and staff share an inspiring vision and philosophy. Managers have high expectations of the staff and are committed to train and develop staff so that children are able to consistently receive the best provision.

It is not yet outstanding because

- The outside area is less well developed to cover the seven areas of learning than the indoor areas. This means children are not always receiving consistently good provision throughout their time at the nursery.

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 staff interacting with children in every room in the nursery, as well as outside in the garden.
- The inspector carried out a discussion with the director.
- The inspector questioned the manager.
- The inspector met with a parent to seek their views.
- The inspector examined some records and documentation.

Inspector

Sally Hughes

Full report

Information about the setting

The Oxford Nursery Monument Park registered in 2013. It is one of five nurseries in the Oxford area. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery operates from a converted bungalow, where children have access to nine rooms, including a separate sleep area. There is a garden available for the children's outside play. It is situated on a business park close to the village of Chalgrove, on the outskirts of Oxford city centre. The nursery opens from Monday to Friday from 7.30am until 6pm all year round, excluding bank holidays. The nursery provides care for children from the local community and surrounding areas. There are six children in the early years age group on roll. There are five staff working with the children who all hold early years qualifications.

What the setting needs to do to improve further

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

- provide more opportunities for children to make choices about where they learn for those who find it more interesting, and learn better, outdoors.

Inspection judgements

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

The nursery provides a good level of support for children's learning and development across all areas of learning overall. The high quality resources indoors provide some motivational opportunities for children to play and explore. For example, the children enjoy the sensory feel of the sand and explore and talk about the variety of shells as they play in the beach room. In the garden room, children can watch their plants grow and are able to 'read' the labels and name the plants they have sown. Staff provide children with plenty of opportunities to explore and play. In the living room, there is a good range of toys and equipment that promotes babies' and young children's learning by enabling them to manipulate and explore different textures and materials.

The development of children's personal social and emotional skills are promoted very well through the family grouping. They learn from each other and take turns as they share. Children learn to take responsibility by caring for the pet rabbit. They take it in turns to feed him and care for him. This helps to promote their understanding of the natural world.

Children learn about the world around them through themed topics and regular visits from the 'Language Wagon'. The children hear members of staff speak in different languages, such as Spanish and German, and are encouraged to join in through songs, rhymes and speech. They listen and respond to music from different countries. These experiences help

children learn about the differences between themselves and others and helps to promote their growing communication and language skills.

All staff are qualified in childcare and they have good knowledge and understanding of child development and how to assess children's learning. Through planned and spontaneous observations of the children's learning, staff make decisions about what the children learn next. The key person system is developing well in the nursery. Staff know the children and their families well and are planning appropriately for their learning. Staff carry out the required progress checks for two-year-old children and share these with the children's parents at appropriate times.

Staff have high expectations and provide exciting opportunities for children to play, explore, investigate and problem solve. Staff engage well with the children as they play, providing good support for their communication and language development. Children are encouraged to count as they play to help develop their mathematical skills.

Staff form good links with parents and carers from the very beginning and continue to provide them with daily information about their children's day at nursery. Good induction systems are in place to help new children settle quickly into the nursery routines. Parents are invited to attend meetings where they are made aware of their children's overall development, including what they need to do next to progress. A parent was pleased to report how happy she is with the nursery and how much progress her child has made since she has been here, particularly in terms of her growing confidence.

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

Children are very happy to be in the nursery. They have good relationships with the staff. Visitors, children and their families are warmly welcomed into the nursery by the friendly staff team. The entrance hall is attractive and informative. The display boards contain information ranging from staff's named photographs, their qualifications and training they have attended. Up-to-date monthly and weekly newsletters are displayed for parents to provide a regular information source.

Staff maintain daily detailed logs of the children's sleep patterns, food intake, nappy changes and emotions to share with parents on a daily basis. Therefore, consistency in the care of the children is successfully promoted. Good settling-in procedures ensure that staff obtain relevant information about children's likes, preferences, routines and abilities during the first visit. Parents are shown around the nursery in the initial stages where they discuss and find out how their children's individual routines and needs can be met. Results from recent parent questionnaires show that parents are extremely happy with the care their children are receiving.

Children show confidence as they approach adults for support. Staff respond sensitively and enthusiastically and this encourages the children to be confident and helps to develop their self-esteem. Staff take many opportunities to interact with children as they play to enhance their learning experiences and understanding. Staff promote

inclusive practice through the activities, procedures and use of resources. They use various themes to explore different cultures to allow children to gain an understanding of diversity within their community.

Children behave well in the nursery. They are calm and willing to wait their turn, for example with the juice jugs at snack time, when they are serving their own lunches and when needing assistance with their outdoor clothes when going into the garden. Staff use positive strategies and explanations to manage the children's behaviour. They encourage children to use good manners by saying 'please' and 'thank you' and encouraging the children to say the same in return.

Children learn good personal hygiene through consistent routines and positive role modelling by staff. Throughout the day children are encouraged and supported in washing their hands, for example, after they have been involved in messy play and prior to lunch. Older children are knowledgeable about why they wash their hands. The children's self-help skills are developing well. At lunchtime they are encouraged to serve themselves and pour their drinks. The nursery has achieved the highest standard of stars awarded for kitchen and food preparation by environmental health. The nursery cook holds appropriate qualifications and she provides the children with food that is nutritionally valuable. Children eat together in family groups; for example they enjoy pork and parsnip casserole and couscous. The children's well-being is promoted as they independently access drinking water through the day so they do not become thirsty.

All children have access to outdoor play. The children are encouraged to choose activities freely. The children enjoy the mud kitchen and use a variety of spoons, scoops and pans to make and create in the mud. A balancing beam promotes the children's physical development and provides challenge as they concentrate hard while they balance and move along the beam. The nursery has improvement plans in place for the development of the outside area to further enhance outcomes for children.

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

The leadership and management of the nursery is effective. The manager is a positive role model for the staff. She has a clear understanding of her responsibilities, including for children's learning and development. Her direct involvement with the nursery means that all staff and children benefit from contact with her skills, knowledge and enthusiasm. Staff at all levels are committed to the development of this new nursery, which is inspired by the director's vision based on an innovative model of early years education from Denmark. This is to ensure the best learning outcomes for children through a highly imaginative and creative curriculum.

The educational programmes are reviewed regularly, including monitoring of the planning and assessment documentation. This ensures equality for all children and that they receive good provision for their learning and development needs. Supervision and monitoring of staff procedures are good. The manager frequently observes staff as they interact with

children, which promotes effective practice. Regular staff appraisals and staff meetings identify professional development and training needs. This indicates good professional practice where there is a shared desire to improve and provide the best provision for the children. The directors of the nursery are committed to providing regular high quality training for all staff.

The manager ensures that new staff are fully informed about their responsibilities for safeguarding the children during their induction. This thorough induction process makes a positive contribution to ensuring children's safety because staff learn to understand their individual roles and responsibilities at the nursery. Policies and procedures are clear and comprehensive and provide useful guidance to staff.

The range of policies promote children's welfare effectively. The management of the nursery regularly review all policies and procedures and ensure that parents have easy access to these documents.

Staff risk assess all areas daily and appropriately in order to help them remove or minimise all risks and hazards to children. There are robust records for registration, accidents and medication which helps staff promote children's welfare and well-being appropriately. Staff and children practise frequent fire drills as part of the emergency evacuation procedures. This helps children learn to keep themselves safe. These systems help to ensure children's well-being is paramount and create an environment that is welcoming, safe and stimulating.

There is an effective process of self-evaluation in place and this clearly demonstrates the vision and focus at this early stage in the nursery's development. The system accurately reflects the nursery strengths and areas for further improvement to ensure the best outcomes for children. The outdoor provision is currently being developed to create a 'fairy garden' and an outdoor kitchen. However, the outdoor provision is less well developed than the indoor areas to fully promote the seven areas of learning to maximise children's learning opportunities and extend their learning. Overall, the manager runs a nursery that is a welcoming and supportive place for families and children. The children enjoy their time here and are being well prepared for the next stage in their learning, for example at school.

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	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	EY471893
Local authority	Oxfordshire
Inspection number	939695
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	6
Name of provider	Acacia Care And Education Limited
Date of previous inspection	not applicable
Telephone number	07950037619

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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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