

Scotts House Day Nursery

Scotts House School, Eynsham Park, North Leigh, WITNEY, Oxfordshire, OX29 6PR

Inspection date	31/03/2014
Previous inspection date	05/05/2011

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

- Children enjoy a variety of stimulating activities that capture their interests and spark their curiosity. The activities motivate them and the quality of teaching is good. As a result they make good progress in their learning.
- Partnership with parents is strong because there are good systems in place to share information about children's learning and care and to include parents' views in the nursery's plans for improvement.
- Staff are kind, caring and attentive to what children say and do. This helps them to tailor care to children's individual needs, which supports children's well-being effectively.
- All children are warmly welcomed into this friendly nursery. They form good relationships with the staff, who help children settle quickly so they enjoy their time here.

It is not yet outstanding because

- The outdoor area for younger children requires improvement to make it a more stimulating place to promote all areas of children's learning and development.
- Some older children wait too long to go and play when they have finished eating their lunch.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and the quality of teaching in all the playrooms and the outdoor play area.
- The inspector spoke to some parents and children to gather their views.
- The inspector discussed practice with the manager and staff.
- The inspector sampled records and documentation, including children's progress records, safeguarding documentation, registers, policies and training records.
- The inspector carried out a joint observation with the manager.

Inspector

Victoria Weir

Full report

Information about the setting

Scotts House Day Nursery is one of 203 provisions owned by Bright Horizons Family Solutions Limited. The nursery is organised in five rooms, a hall, and two kitchens across three buildings in the private and extensive rural grounds of Eynsham Country Park Estate, near Witney. All children share access to an enclosed hard-standing outdoor play area, a separate grassed area and wooded area. Children attend from the local and surrounding villages and towns. The nursery operates on weekdays from 8am until 6pm all year, except at Christmas and on Bank Holidays. The nursery is registered on the Early Years Register and on the compulsory parts of the Childcare Register. There are currently 102 early years children on roll. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. The nursery employs 22 members of staff on a full and part time basis who work with the children directly; of these 18 hold relevant qualifications, including 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:

- extend younger children's learning and development by ensuring the outdoor environment is a stimulating place for them.
- review the organisation at the end of meal times to reduce the time older children have to wait unoccupied.

Inspection judgements

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

Children are progressing well in all areas of learning and development relative to their starting points because staff know babies and children well and their knowledge of how to promote children's learning and development is secure. They establish children's starting points by gathering information from new parents and through early observations. Key persons in each room prepare clear plans for children's learning which are based on skilful analysis of observations.. These plans are shared with other staff working with the children. This ensures that children receive good individual support because all staff working in the room are aware of how to support each child through the range of activities on offer. The adults show a good understanding of when and when not to get involved in children's play. There is a successful balance between adult-directed activities, and the activities and experiences that children choose for themselves. This supports children to make independent choices and to make links in their learning. For example children who create their own story benefit from thoughtful intervention from staff which

supports them to develop their problem solving skills and draw and create using natural objects.

Staff effectively foster children's communication and language skills. Staff caring for babies recognise the ways in which individual children communicate and respond warmly to them. During free play times, they attend closely to individuals and small groups of children. Staff model new vocabulary, and ask skilful questions and give children time to respond. For example two-year-olds develop their use of the words 'soft' and 'sticky' through a hand painting activity while being encouraged to express preferences for colours and painting tools. As a result of these teaching strategies children become confident talkers.

Staff encourage children's interest in books through storytelling and encouraging children to join in with repeated words, actions and songs. Children learn about letters and sounds in routine and play activities, including 'writing' their names to register their attendance and they recognise their name placemats. Small group times for older children ensure they are well prepared for school. They benefit from a fully considered, stepped, fun approach to using sounds and letters to develop early reading skills. Children's recognition of numerals and counting skills develop well because of the interesting activities provided, and the many opportunities they are given to use their counting skills. For example three-year-old children are prompted to attempt simple calculations as they lay the table for lunch. Staff are excellent role models as younger children, and babies, enthusiastically clap rhythm patterns and sing number rhymes.

Children have ample opportunities to learn about the living world as they explore their local environment and care for the nursery's snails and fish. The outdoor area for the older children supports all areas of learning and provides a good level of challenge for children to explore their physical capabilities. However, the outdoor area for younger children provides well for children's physical development, but resources for other areas are not attractively presented to encourage children's interest and to support their learning so effectively.

Staff use effective strategies to support children who are learning English as an additional language to make good progress in learning English. For example they share stories in dual languages, they encourage children to use key words in their own language during play and use group time to teach children simple words like hello in other languages. The nursery develops children's cultural awareness well by teaching them about customs and people who live in other countries. Children learn about festivals such as Diwali, and Chinese New Year through tasting food and celebrating through creative activities. The staff promote children's understanding of diversity as children routinely explore their differences. For example staff encourage discussions around their different coats while getting ready to go outside, and during lunch children are encouraged to express their food preferences.

The nursery team works closely with parents because they recognise and value the role parents play in supporting their children's learning and development. Parents praise the nursery for the support they receive to understand how to help their children learn and develop at home. They work closely to exchange information through a range of means,

including email and regular daily discussions when staff share information about the children's day. Parents are welcome to stay and settle their children on arrival and to share in nursery activities. Parents are invited to attend conferences to receive a written report about their children's progress. Parents add their own comments to their children's 'learning journeys' about how their children are doing. This means they are fully involved in their children's learning and can continue to support them at home.

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

Staff are skilful in building relationships with babies and children throughout the nursery. Strong settling in procedures and effective staff deployment support children to feel safe and secure in the nursery environment. There is an effective key person system in place. Families of children and babies feel well-supported because key carers spend time getting to know the family and the child. They listen to parents so that they are clear about how to meet children's individual needs and promote equal opportunities. Parents report that their young children settle quickly and form attachments, as both child and parents already have relationships with their key person.

Staff effectively safeguard children and support their well-being. Staff are vigilant in their supervision of children at all times, especially when they are climbing equipment. Thorough risk assessments are completed and action is taken so that risks are minimised and children are kept safe. Older children take an active part in risk assessing their own environment when they put up stickers to identify possible hazards in their rooms. This means children know how to keep safe. Staff support children sensitively to learn about boundaries and behavioural expectations. Children cooperate with adults as they negotiate their play. For example, children take turns on the indoor slide in the toddler's room and outdoor play equipment. Children are learning to value and respect each other as staff support them to share their 'family books' which document their lives at home. Staff promote inclusive practice continually through activities, procedures and use of resources. For example, staff make sure that all children can use the outside area whatever the weather, by providing waterproof clothing. Children learn about their feelings and talk about what makes them happy.

The nursery premises are safe and furnishings and resources are clean and in good repair. Children move freely around the play areas, revisiting activities as they wish and they are well motivated to use resources as they choose. There is good quality furniture, resources and play materials, including natural materials, in spaces used to foster each area of learning. The premises meet the needs of all children well. For example, there are quiet comfy areas for children who need to rest and be comforted and equipment is age appropriate. Equipment is in low storage; this encourages children to combine resources which sustain their play for long periods. For example, children make ramps for their toy vehicles with large blocks and children use books as a stimulus to paint. The staff respond to the views of older children about how they wish their environment to be organised which gives children a strong sense of belonging and responsibility for their space. Displays celebrate children's learning, which fosters their self esteem.

Healthy lifestyles are promoted well. The outdoor area provides children with challenge when they climb and balance. Children of all ages are encouraged to become more confident by staff that help and support them in extending their skills to the next stage. They enjoy walks in the local estate park. Children's understanding of healthy eating develops successfully through mealtimes where children are encouraged to discuss the food they eat and their choices. However, while mealtimes for younger children provide a family atmosphere, mealtimes for some older children involve lengthy waiting times after they have finished eating and this affects the quality of experiences they have during these routines. Overall children enjoy their meal times. Children are encouraged to develop independence through dressing themselves for outdoor play, attending to their own hygiene and toileting needs and serving themselves at meal times. All this helps support children to move on to their next stage of learning. The nursery has developed successful systems for liaising with local schools and other settings which children may attend. Staff share information and receive visits from school staff to meet the children to ensure children's needs are met. This prepares children well for their eventual move to school.

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

Children's welfare is protected because staff have a good understanding of safeguarding practice and procedures. Staff undertake training which helps to ensure they are knowledgeable about their role and understand their responsibilities in protecting children. Management and senior staff undertake enhanced safeguarding training to enable them to review procedures in the nursery and ensure they are robust. The ample staff to child ratios enable adults to focus well on children so that they effectively promote safe practices. Staff review the safety of the premises and equipment by completing daily indoor and outdoor checks. They complete detailed risk assessments before taking children on outings, including walks in the local area. All this helps to ensure that children are safe.

Robust recruitment and selection processes are implemented, along with procedures for vetting and assessing the suitability of staff. New staff undergo a robust induction process and are inducted into the values and ethos of the nursery company. This ensures consistency across the nursery and good support for children's personal, social and emotional development. New staff meet regularly with the manager so that policies and procedures, such as the equal opportunities policy, are discussed. This means the manager and staff are confident that they fully understand, and can carry out, their role in keeping children safe and happy. Recent key person training has ensured that all staff understand their responsibilities in building close and secure relationships with their children, particularly new children who are settling in.

The provider treats any concerns or complaints from parents seriously. Thorough investigations take place to evaluate the provision to identify any aspects for improvement. The provider also understands the requirement to notify Ofsted of any significant event likely to affect the suitability of those who look after children. Since the

previous inspection the management has ensured all staff have a clear understanding of the Statutory framework for the Early Years Foundation Stage through training, and that staff successfully embed this knowledge in their practice. The educational programmes are carefully monitored and evaluated by the manager, weekly, through observations and staff meetings. The manager has recently implemented a system to track and monitor children's progress across the nursery and used this successfully to identify trends in children's learning. The manager has used this information to make and plan improvements. For example, provision for outdoor mark making has engaged more boys in writing and there are plans in place to make the outdoor provision a communication friendly place. Key persons regularly meet with the manager to discuss the progress children make and this information is then used to monitor the assessment processes in place. Annual staff appraisals are used effectively to monitor the ongoing effectiveness of staff, and to identify their strengths and areas of practice that require further development. Opportunities for training are identified and lead to attendance at courses for staff to update their knowledge and skills. Regular staff meetings are held to evaluate the effectiveness of practice, and to establish areas of learning that need improvement. Audits of the environment are undertaken in order to help children learn. Discussions are held with the other nurseries in the group to share good practice and to look for ways of making improvements. The nursery seeks out, and acts on, advice from senior managers within the company, and local authority advisers. The management has a clear vision for quality improvement within the nursery. They obtain views from parents and staff and have good communication routes through which to do this. Nursery staff invite parents to attend themed meetings where parents can learn more about child development and how to support their child's learning at home. Parents borrow activity bags to develop nursery activities at home which support the strong partnerships.

The Childcare Register

The requirements for the compulsory 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	EY331609
Local authority	Oxfordshire
Inspection number	956509
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	64
Number of children on roll	102
Name of provider	Bright Horizons Family Solutions Limited
Date of previous inspection	05/05/2011
Telephone number	01993 883217

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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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