

The Co-operative Childcare Blackbird Leys

Blackbird Leys Nursery, Cuddesdon Way, Blackbird Leys, Oxford, OX4 6JP

Inspection date	27/03/2014
Previous inspection date	11/07/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 sustained and successful improvements since the last inspection, demonstrating effective leadership and management.
- Children are generally making good progress within the typical range of development for their ages.
- The nursery is tracking children's progress carefully, providing additional support in targeted areas of learning where necessary.
- Children with special educational needs and/or disabilities are progressing well as the nursery is working closely with outside agencies to follow agreed strategies.
- The nursery is motivating staff to implement successful and creative initiatives, which is having a positive impact on practice.

It is not yet outstanding because

- The outdoor learning environment for the younger children is not as appealing or as well thought out as the outdoor learning environment for the older children.
- Staff do not always make the best use of resources and strategies to further enhance communication skills for children learning English as an additional language.
- Staff do not always make the best use of mathematical language throughout everyday

activities and routines.

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, both indoors and outdoors, across all age groups.
- The inspector completed a joint observation with the nursery manager in the pre-school room.
- The inspector looked at planning documentation and a sample of children's assessment records.
- The inspector checked evidence of suitability and qualifications of staff.
- The inspector took account of the nursery's self-evaluation form and the views of parents spoken to on the day.

Inspector

Gill Little

Full report

Information about the setting

The Co-operative Childcare Blackbird Leys is one of 48 provisions run by The Midcounties Co-operative Limited. It registered in 2009 having relocated to new premises. The building consists of four group rooms, a multi-use communal area and related facilities, including sleep rooms and a staff room. All children have access to fully enclosed outdoor areas. The nursery is situated in the Blackbird Leys area of Oxford and children come from the local community.

The nursery is registered on the Early Years Register and is caring for 74 children in the early years age range. It is registered on both the compulsory and voluntary parts of the Childcare Register and is caring for four older children. The nursery cares for 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 until 6.30pm all year, excluding bank holidays. It operates a holiday club during school holidays and maintains links with the local Children's Centre. The nursery employs 20 staff, of whom 18 hold relevant qualifications. Of these, 14 are at level 3 and one is at level 6.

What the setting needs to do to improve further

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

- enhance the outdoor learning environment for younger children by increasing the range of resources available and presenting activities more attractively
- enhance support for children learning English as an additional language by extending the range of resources and strategies to aid their communication skills
- encourage staff to make greater use of mathematical language throughout everyday activities and routines.

Inspection judgements

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

Children in the Pre-school room show enthusiasm and engagement in their learning as staff are positive role models and encourage them to be keen learners. Children's motivation is clear from the busy 'buzz' of chatter as they share their excitement with each other and with staff. A group of children become engrossed making a sandcastle surrounded by a moat in the outdoor sandpit. Staff support them well to work effectively

together, such as taking turns to fill buckets with water to pour into the moat. Staff ask some open questions to challenge children to think for themselves. They enthusiastically take a photograph of the children with the end result. Children smile proudly and, feeling a sense of achievement, they excitedly repeat the activity. Another group of children learn to listen carefully to instructions as staff lead a number recognition game. The nursery is supporting staff to focus more on mathematical activities. This was identified an area for development; although staff do not always extend the use of mathematical language well throughout everyday activities and routines. Resources for early writing and reading are easily accessible both indoors and outside to encourage children's interest. Staff support specific aspects of early literacy well, such as helping children to make words with letters. This positive approach is helping children to prepare for their future move to school.

Children in the Butterflies room (aged two and three years) listen to stories attentively and engage well in a computer programme as staff support them closely, asking questions and keeping discussions going. A group of children contribute well to making modelling dough, taking turns to add and mix ingredients. Staff use the activity well to support children's learning about colour, shape and number, to develop vocabulary and to learn to share. Children develop physical skills of coordination to support their self-care skills during meal times as staff explain that a knife is for cutting and a fork is for eating. Children show that they are able to listen to and understand such explanations as they then go on to use their knives and forks correctly. Staff generate good discussion during meal times which effectively encourages children to join in and to express their preferences.

Children in the Ladybirds room (aged two to two and a half years) and children in the Caterpillars room (aged under two years) enjoy an interesting variety of activities indoors. Children can choose to explore cosy corners, books, jigsaws, musical instruments, treasure baskets, small world play and many other resources. Resources are easily accessible and staff present them attractively to encourage children's interest and engagement. However, the outdoor learning environment for these two rooms is not as appealing or as well thought out as the outdoor area for older children. Resources are more sparse and are not always well presented.

Overall, the nursery is providing effective support for children with additional needs. Staff are working closely with outside agencies to support children with special educational needs and/or disabilities. They are following agreed strategies and being proactive about meeting the needs of individual children. As a result, such children are progressing well. Staff support children learning English as an additional language by working closely with parents. They have care plans in place, including keywords in children's home languages, in order to meet individual needs. They focus on communication activities, such as singing and sharing books. Such children are generally making good progress although staff are not making the best use of additional strategies and resources, such as using picture cards to help children understand routines or providing dual language books.

The nursery has a clear procedure in place for staff to assess children's progress, including the required progress check for two-year-old children. Children's development records clearly illustrate observations and assessments of their development, with next steps for their future learning. Key persons and other staff are able to clearly explain how they use this information to inform ongoing planning in order to meet children's individual needs.

Data collated by the nursery shows that children are generally making sustained progress within the typical range of development for their ages. The management team carefully consider any gaps in learning for individuals or groups of children so that staff can provide additional support when necessary. For example, children with speech and language difficulties receive good quality, one-to-one support from staff through targeted activities to encourage them to repeat words clearly, follow instructions and to begin to build simple phrases.

The nursery actively encourages parents to become engaged in their children's learning. It organises regular parent evenings to discuss children's progress and staff are readily available to talk to parents on a daily basis. The nursery provides 'wow' vouchers for parents to record significant information from home and staff use home link books to promote good communication. The nursery arranges open evenings, for example, to help parents learn about the Early Years Foundation Stage. It also encourages them to be involved in creative initiatives, such as supplying recycled materials for art and craft activities.

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

At various points throughout the day, younger children have free access between the Caterpillars and Ladybirds rooms and older children between the Butterflies and Pre-school rooms, both via the outdoor areas. This arrangement provides children with an extended learning environment and a good opportunity to mix with children from a different age group. It is particularly helpful for children ready to transfer between rooms, as they are already familiar with the new environment and staff. Routine room visits further support this process.

Despite an influx of new staff, children show that they feel settled and secure in the nursery, as the management team ensures that some staff remain consistent in each room. Younger children enjoy cuddles and reassurance from their key person and other staff, and all children show good levels of engagement in activities. This demonstrates that children are confident and motivated. Staff are good role models. They are calm, patient, kind and attentive. They help children to understand positive behaviour, to take turns and to care for each other. Staff encourage children's independence skills effectively and even the youngest children help to serve food at meal times. Staff talk to children about happy and sad feelings to help them recognise emotions. Children are able to respond to this discussion, contributing their views. As a result, children make good progress in their personal, social and emotional development, which prepares them well for their next stages in learning.

The nursery provides healthy and nutritious meals and snacks, such as fish pie, vegetables, yoghurt and fruit. Additional helpings are available to meet the needs of children with larger appetites. Staff are proactive in talking to children about the healthy food they eat, such as broccoli and carrots, to promote a positive approach to healthy eating. All children enjoy daily opportunities to play outdoors to engage in physical activity and to enjoy fresh air. Staff support children to play carefully around each other to reduce

the risk of accidents.

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

The inspection took place in response to a previous inspection judgement of inadequate and three subsequent monitoring visits by Ofsted. The nursery has made sustained and successful improvements with regard to all actions set by Ofsted. The management team has implemented effective action plans and the new nursery manager is working well with the staff team to further drive improvement. The management team now shows a clear understanding of its responsibility to meet the legal requirements which are set out in the Statutory framework for the Early Years Foundation Stage.

Staff demonstrate that they understand safeguarding children procedures. Clearly displayed flowcharts in each room and around the nursery enable staff to refer to the safeguarding procedure quickly. Training for all staff, together with discussions and quizzes during staff meetings, mean that all persons working with children are up to date with current procedures. There is a clear policy in place regarding the safe use of mobile phones and cameras, which the nursery shares with staff and other users to help protect children. Staff state that they feel able to express their concerns to the management team, demonstrating a culture of openness within the nursery. Safety, cleanliness and security on the premises are good. Comprehensive risk assessments, daily safety checks and frequent monitoring by the manager, for example of staff to child ratios, promotes good practice and effective staff deployment. The nursery maintains required documentation effectively and this is easily accessible for inspection. Staff recruitment procedures are robust to assess carefully the suitability of all persons working with, or in contact with, children.

Induction procedures for new staff help them to become familiar with their roles and responsibilities and they report that they feel well supported. The staff team holds good levels of early years qualifications, which has a positive impact on practice. All staff receive annual appraisals to promote their professional development and they state that they have opportunities to pursue further qualifications. Training is provided to help staff improve practice, such as developing the use of descriptive language to enhance children's communication skills. The nursery is motivating staff to implement successful and creative initiatives. These include a recycling scheme to provide interesting materials for children to access for craft activities, and a children's committee, the Children's Nursery Association. The committee meets regularly and provides a good opportunity for children to contribute their views to the running of the nursery, such as providing more resources for planting in the garden. The nursery is proactive in listening to children, parents and staff, using this feedback to inform its self-evaluation process and action plans. A recent parent survey shows a good level of satisfaction with the nursery. Parents spoken to on the day of the inspection report that they have seen sustained improvements in practice in the nursery since the last inspection, which have had a positive impact on their children. The nursery is clear about future development and has already identified weaknesses noted at the inspection.

Good procedures are now in place to monitor practice within the nursery, including the observation, assessment and planning process. The manager checks that daily planning is in place for each child and talks routinely to staff about plans for their key children to ensure that they are meeting individual needs. She regularly checks children's development files to ensure they contain appropriate information. Staff are further supported by senior staff within the company who regularly visit the nursery to promote good practice. The nursery is carefully identifying the progress of individual children and groups of children to provide additional support where needed.

Effective partnerships are in place with external agencies and other settings that children attend and to which they will transfer. Staff encourage other settings to share information, such as through the home links book, and they arrange settling in visits to new schools with children's key persons. This approach promotes good continuity for children.

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	EY401464
Local authority	Oxfordshire
Inspection number	965653
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	84
Number of children on roll	78
Name of provider	The Midcounties Co-operative Limited
Date of previous inspection	11/07/2013
Telephone number	01865 401205

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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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