Bartlemas Daycare, Union Site
East Oxford Lifelong Learning Centre, Collin Street, Oxford, Oxfordshire, OX4 1EE

**Inspection date** 06/11/2014
**Previous inspection date** 25/09/2009

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**The quality and standards of the early years provision**

**This provision is good**

- The quality of teaching is good. Staff plan activities to reflect the interests of the children, which meets their individual needs.
- Staff prioritise children's safety and demonstrate a good understanding of their roles and responsibilities to protect children.
- Robust arrangements with other professionals, including staff at the local school, ensure children receive cohesive and consistent care.
- Staff know the children well. They effectively support each child, ensuring they are involved and feel welcome.
- Staff have a good understanding of how to support young children's developing communication.

**It is not yet outstanding because**

- Information shared with parents does not include specific details of how to promote their child's individual future 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 children at play, indoors and outdoors, and staff interactions with them.
- The inspector sampled documents including policies, registers, and records of children’s learning.
- The inspector spoke to parents and took into account their views.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector and manager conducted a joint observation.

Inspector
Natasha Crellin
Full report

Information about the setting

Bartlemas Daycare (Union Site) registered in 2009. It is located within the East Oxford Children’s Centre. The nursery operates from a group room and has access to the adjoining family room. It is managed by Comper Foundation Stage School and is situated in East Oxford, Oxfordshire. The premises is wheelchair accessible. The nursery is registered on the Early Years Register and has 45 children on roll. It receives funding for the provision of free early education for children aged two, three and four. The nursery is open from 9am until 3.15pm Monday to Friday, during school term times. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. There are six staff, all of whom hold relevant qualifications including two who hold degree level qualifications.

What the setting needs to do to improve further

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

- more fully include parents in their child's learning by involving them in setting future learning goals.

Inspection judgements

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

This is a welcoming and friendly nursery, which offers children an interesting range of activities and experiences. The good teaching and skilful interaction of staff ensures children progress well in the areas of learning. Staff plan for children's learning with careful consideration of their individual interests and learning needs. Staff regularly observe children as they play. They use this information to make effective assessment of children's progress. There are appropriate arrangements to complete the required progress check for children aged two years. Parents have regular access to information about the progress their children make, as well as details of activities in the centre. However, staff do not provide parents with information on the specific future learning goals for their child. This does not promote a shared approach to supporting children’s learning between the nursery and their home.

Children make good progress in their language development. Adults are good role models, using clear language and getting down to children's level when speaking to them. The use of repetition and some sign language also supports developing language Skilful questioning encourages children's thinking skills and staff know to wait a suitable amount of time for them to respond. As a result, children develop effective conversational skills and make good eye contact with staff as they speak or use sign language.
Staff encourage children to be independent. Children explore their environment freely and confidently access what they need, such as drinking water. Children make good use of the high quality learning resources. For example, during the inspection young children laughed at their reflections as they explored a variety of convex and concave mirrors. Children also enjoyed hiding in the dens outside, and making marks with their fingers in trays of coloured sand.

Staff know instinctively how much support to offer as children dress themselves with coats and hats to go outside. This supports children's sense of achievement and they are clearly pleased when they succeed. Children move freely between the indoors and outdoors, confidently making choices and decisions about their play. For example, children playing outdoors encouraged an adult to lay on the floor with them to listen for sounds in the environment. There are plenty of opportunities for children to develop their physical skills as they engage in energetic play. As a result, children climb and balance confidently, and make good use of equipment such as hoops and balls.

There are good arrangements to provide care and education for children with special educational needs and/or disabilities. The nursery receives good support from the local school and there is a member of staff with lead responsibility for coordinating care for individual children. Staff have completed additional training to support children's specific needs. Close liaison with other professionals who support children, such as speech therapists, ensures children make good progress. There are also effective strategies to support children who speak English as an additional language.

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

The well-developed key person system encourages close relationships with parents and staff. Parents know their child's key person and feel they can approach them for support. Overall parents report that they are very pleased with the care their children receive. They value the close links staff maintain with colleagues within the children's centre as this helps to identify additional services for families where appropriate.

The positive, friendly atmosphere and caring interaction of all staff helps children develop a strong sense of security. Children have close relationships with their key person who they readily approach for cuddles and support. Staff know each child well. For example, they know which children need to have time alone, and which need cuddles when they first come into the nursery. As a result children settle well.

Children learn about healthy food choices as they enjoy the nutritious food and drinks at the snack table. This part of the daily routine encourages positive social interaction and children develop effective social skills. They display good manners and form friendships, laughing over shared jokes. Hygiene arrangements in the nursery are robust. Staff deal with children's personal care in a sensitive manner. For example, nappy changing and toilet training reflects children's individual needs, working closely with parents and carers. Children know to wash their hands before eating and do so independently.
There are good arrangements to prepare children emotionally as they are due to move on to other provisions. Staff work effectively with parents. They share information about children's individual needs with the schools or nursery they will be attending. They also accompany children on visits to help them feel secure in the different environment. Staff read stories and discuss the changes children are going to experience when moving up to school.

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

Leadership and management of the nursery is good. Staff work effectively together, which creates an efficient service. The manager has a clear understanding of the responsibility to promote children's learning and development. She works closely with the children's centre teacher to track children's progress. This helps to identify any gaps in learning and children receive specific interventions where necessary. This supports them in making good progress.

Staff have regular appraisal and supervision meetings, which promotes consistent practice. They receive regular training to support their knowledge and understanding. For example, all staff have completed first-aid and safeguarding training. This ensures their practice is continually improving. Recruitment and vetting procedures are rigorous. This contributes to the continued development of a suitable workforce.

Children's safety is a priority for staff. They monitor the safety of the provision at all times. For example, staff have a written register which is supported with regular head counts to ensure all children are accounted for. Written risk assessments ensure that equipment and the environment are suitable for children. There are effective precautions to safeguard children. The manager takes lead responsibility for child protection and has specialist training to support her in this role. Written policies detail procedures to follow should staff have concerns about a child's welfare. This includes how they will respond to an allegation against a member of staff.

Overall, self-evaluation is good. The provider promotes a culture of reflective practice at all levels. Feedback from parents features in the self-evaluation and all staff are responsible for supporting the targets for development. They demonstrate a commitment, drive and ambition to promoting improvement.
### What inspection judgements mean

#### Registered early years provision

<table>
<thead>
<tr>
<th>Grade</th>
<th>Judgement</th>
<th>Description</th>
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<tbody>
<tr>
<td>Grade 1</td>
<td>Outstanding</td>
<td>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.</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Good</td>
<td>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.</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Requires improvement</td>
<td>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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Inadequate</td>
<td>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.</td>
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**Met**

There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.

**Not met**

There were no children present at the time of the inspection. 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

<table>
<thead>
<tr>
<th><strong>Unique reference number</strong></th>
<th>EY386639</th>
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<tbody>
<tr>
<td><strong>Local authority</strong></td>
<td>Oxfordshire</td>
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<tr>
<td><strong>Inspection number</strong></td>
<td>830014</td>
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<tr>
<td><strong>Type of provision</strong></td>
<td>Full-time provision</td>
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<tr>
<td><strong>Registration category</strong></td>
<td>Childcare - Non-Domestic</td>
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<tr>
<td><strong>Age range of children</strong></td>
<td>1 - 5</td>
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<tr>
<td><strong>Total number of places</strong></td>
<td>24</td>
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<tr>
<td><strong>Number of children on roll</strong></td>
<td>45</td>
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<tr>
<td><strong>Name of provider</strong></td>
<td>Bartlemas Nursery School Governing Body</td>
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<tr>
<td><strong>Date of previous inspection</strong></td>
<td>25/09/2009</td>
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<tr>
<td><strong>Telephone number</strong></td>
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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.
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.

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