

Outset Day Nursery

Keble Road, Bicester, Oxfordshire, OX26 4TP

Inspection date

01/12/2014

Previous inspection date

20/04/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 demonstrate they feel secure and settled in the nursery, and have positive relationships with staff.
- There is a strong partnership with parents, which means that parents are very aware of their child's progress and how they can further support their learning at home.
- Children enjoy outdoor activities that promotes their physical development, and help them to explore the natural environment.
- Staff know the children well and have a secure knowledge of each child, including their interests and the progress they are making in their learning.

It is not yet outstanding because

- At times, staff supervising children with English as an additional language, do not make the most of all opportunities that arise to extend their language during free play.

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 gained the views of parents spoken to on the day of the inspection.
- The inspector reviewed a sample of the nursery's documentation, including children's development records and systems for tracking their progress.
- The inspector met with management to discuss recruitment and safeguarding procedures.
- The inspector held a number of conversations with children and staff, and had discussions with the manager and the provider.

Inspector

Amanda Perkin

Full report

Information about the setting

Outset Day Nursery is a private nursery and has been registered since 2003. It operates from a single storey, purpose-built building about a mile from the centre of Bicester, in Oxfordshire. There is designated parking available. The nursery consists of one main central room with a quiet room, office, toilets and kitchen all leading off this. There are two outside play areas available that provide a mix of hard and grass surfaces, and one of these areas also houses large play equipment. The nursery is in receipt of funding for the provision of free early years education to children aged three and four. The nursery is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The staff support children who speak English as an additional language and those with special educational needs and/or disabilities. Children attend on a full or part-time basis and generally come from the local area. The nursery is open from 8am to 6pm each weekday, all year round, except during public holidays. The nursery employs six members of staff. Of these, five hold appropriate 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:

- enhance how children who are learning English as an additional language are supported by staff to explore English during their independent play.

Inspection judgements

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

The quality of teaching is good. The staff deploy themselves effectively to help and encourage children to develop and learn. Staff assess children's starting points through information obtained from parents and through established settling-in sessions. Staff observe children as they engage in activities that they choose to do, and note what and how they are learning. They use this information to identify and plan for the next stage in each child's learning. The whole staff team contribute to planning, with each staff member providing information for their key children's next steps for learning. Staff enhance children's learning records with the addition of photographs of activities and examples of children's individual creative work. Parents regularly speak with their child's key person about their child's progress and their development plan. This means that parents know what their child is learning and are able to support this further at home. As a result, children make good progress in their learning.

Staff provide a good range of resources, activities and equipment, and they organise and present the environment well to engage children's interests. Children enjoy activities that support their physical skills while also promoting their interest in the world around them.

For example, they prepare the nursery flower bed, removing dead flowers, before planting spring bulbs to grow. As children play, staff use ongoing discussion to extend their enjoyment and their learning.

Overall, staff support children's communication and language well. Those working with younger children speak to them constantly, and value the sounds they make. Staff supervising older children generally ask questions that encourage them to think and form responses. They tailor children's learning around their interests to help engage them and extend their language. There are effective arrangements to work with children who are learning English as an additional language. However, staff do not always fully extend children's spoken English, with those children who speak an additional home language, during their freely chosen play. This limits the encouragement they receive to extend their developing English language to express their own ideas.

Children's concept of mathematics is developing well. They are confident in using numbers in their play, and staff encourage them to count throughout the day. Children show enthusiasm and excitement while outdoors. They take part in a good range of activities and experiences to practise their physical development, including riding on bicycles. Children are able to access the outdoor area throughout the session, effectively supporting those who learn best outside.

Partnerships with parents are positive. Parents report that they value the support and reassurance they receive from the nursery, and state that their children enjoy attending. Staff talk to parents on a daily basis, giving advice and guidance where necessary, such as helping parents to understand the next steps for learning their child are working towards. The nursery works in close partnerships with local schools. Teachers come and visit the nursery during the summer term. This enables all children to prepare well for their move on to school.

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

Staff provide a welcoming and safe environment for all children and babies. The established key-person approach helps to promote children's well-being and independence. Staff know the children and their individual routines extremely well, and are very kind, caring and supportive to them. This helps children to form secure attachments. Staff deployment is good and each staff member is clear about their responsibilities as a key person. Parents comment that they are able to build positive relationships with their child's key person and appreciate the support they receive.

Children behave well. Staff provide clear guidance about what is acceptable behaviour. Children enjoy each other's company, play cooperatively and show great care of each other. They are confident in exploring their surroundings and enjoy the outdoor space. Children enjoy well-balanced and nutritious meals. Water is readily available for children to reach throughout the day. Staff use mealtimes effectively to promote a good range of age-appropriate social skills. Children develop independence and self-confidence through having a go at doing things for themselves. Older children are able to attend to their own

toileting needs, and use the bathroom when they need to. Staff encourage children to dress independently when changing to play in the outside area.

Children's safety is given a high priority. Staff undertake detailed written risk assessments so children can take supervised risks in safe surroundings and while on outings, including visits to the neighbouring community park. The good organisation of the environment and resources aids children's independence. Staff protect children well with robust security arrangements. These include the use of a key-pad entry system to access the entrance to the nursery.

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

Leadership of the nursery is good and is based on clear determination to meet the needs of children and parents. There are good arrangements to implement the Early Years Foundation Stage requirements. Staff are vigilant when supervising children and maintain appropriate ratios at all times. The nursery implements robust recruitment procedures. Rigorous vetting procedures determine the suitability of all adults prior to them starting work. Staff complete thorough risk assessments, including daily checks. Staff take prompt action to address any potential hazards, helping to ensure the environment remains safe at all times. Staff have a good awareness of safeguarding procedures and know how to recognise, record and report concerns they may have about a child in their care. The management team provide good support to make sure that staff knowledge remains up to date. For example, through in-house training and regular recaps at staff meetings.

The management team supports the staff well. They provide good training opportunities and promote professional development. For example, the induction process includes the manager spending time with each new employee explaining policies, procedures and training requirements. This enables staff to gain a thorough understanding of all working practice and to seek additional support or clarification where necessary. It also allows the management team to be confident that their staff are working consistently, and are clear on their individual responsibilities.

The management team directly monitor observations and assessments of children in order to ensure that educational programmes are successfully supporting children's learning. Effective self-evaluation takes into account staff's and parents' views using questionnaires, a suggestion box and regular meetings. This allows the management team to gain an accurate understanding of the strengths and weaknesses of the nursery.

Staff maintain good partners with parents. In addition to regularly seeking parents' views, staff provide a good level of information about the nursery. They do this through discussion, newsletters, a website and an open-door policy where parents can come in and talk whenever they want. Staff also maintain partnerships with the local schools in the same town, as well as other relevant external agencies. These close partnerships help to ensure continuity in each child's care and learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		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

Unique reference number	EY257167
Local authority	Oxfordshire
Inspection number	833121
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	22
Number of children on roll	30
Name of provider	Valerie June Clayton
Date of previous inspection	20/04/2011
Telephone number	01869 321301

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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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