

St Paul's Day Nursery

119a Walton Street, Oxford, Oxfordshire, OX2 6AH

Inspection date	03/12/2014
Previous inspection date	25/07/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff support children's thinking skills well through the regular use of skilful questioning.
- Children are happy and settled due to close and secure relationships with their key person.
- Children's personal needs are met in a sensitive and supportive manner.
- Children have access to a large variety of resources that support them to become active and inquisitive learners.
- Children behave well due to the close support offered by staff.

It is not yet good because

- Risk assessments are not always fully effective in identify all potential hazards.
- Recruitment arrangements include appropriate vetting of staff but there are no arrangements to monitor the ongoing suitability of staff, or advise them of their responsibility to disclose any changes that may affect their suitability to work with children.
- At times, group and planned activities do not reflect all children's interests or stages of development and some lose interest and become unsettled.
- Staff do not work closely enough with parents to involve them in setting targets for their children or to promptly seek additional support from other professionals when this

may be useful.

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 and in group times, and the staff interactions with them.
- The inspector sampled a range of documentation, including children's records of learning, risk assessments, policies and registers.
- The inspector spoke to the staff and children at appropriate times throughout the inspection.
- The inspector had a tour of the nursery.
- The inspector conducted a joint observation with the manager.

Inspector

Natasha Crellin

Full report

Information about the setting

St Paul's Nursery is a private day nursery, which registered in 1992. It has been established for over 36 years. It was initially a provision for staff of Somerville College and now also serves the local community. It operates from a college house. Children are cared for in one large room, which has separate areas for children who are under two years and for children to sleep. There is an enclosed area for outdoor play. Staff regularly take the children into a private garden in the college and for walks in the grounds. They also use the nearby university parks. The nursery is open each weekday from 9am to 5pm and children may attend on a sessional basis. The nursery is open all-year round, except for two weeks at Christmas and the August bank holiday. The nursery is registered on the Early Years Register. There are currently 21 children aged from six weeks to under five years on roll. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. There are seven members of staff working with the children. Six staff hold appropriate early years qualifications, including two who hold Early Years Professional Status. The provider receives funding for the provision of free early education for children aged three and four.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- strengthen risk assessment arrangements to more thoroughly identify, and promptly address, potential hazards
- implement procedures to monitor the ongoing suitability of staff and advise staff of their responsibility to disclose any changes that may affect their suitability to work with children.

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

- extend information sharing with parents to more fully involve them in their child's learning and in determining when it is appropriate to seek additional support for their child
- review the organisation of large group activities to make sure that the duration and content are appropriate to maintain the interest of all children.

Inspection judgements

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

Children enjoy playing in the well-resourced learning environment. Overall, the range of activities is suitable and staff provide an appropriate balance of adult-led and free-play opportunities. This enables children to make progress within the typical range of development in relation to their starting points. However, the quality of teaching is variable. Group times do not always reflect children's interests or stage of development. For example, babies regularly sit through discussions about the weather and the labelling of a weather chart. Likewise, staff plan some topics to promote specific learning without ensuring that they reflect children's interests. This affects children's levels of engagement, especially during group sessions.

Staff support children's language development well through the use of skilful questioning. This encourages children to extend their thinking, and sustains their play. For example, children creating a home for dinosaurs were asked about the similarities and differences in each dinosaur. This prompted conversation about dinosaur features. Their play developed as children moved to create different types of homes for different dinosaurs.

Staff regularly observe children in their play and make generally effective assessments of their learning. These assessments include summaries of each child's progress, including the required progress checks for children aged two years. Staff provide parents with information about their children's progress but do not fully involve them in helping to set future learning goals. This does not support staff and parents to work consistently to promote children's learning in the nursery and at home. In addition, staff do not work closely enough with parents to ensure that additional support is sought at the earliest opportunity to help children make the best possible progress. There is adequate provision for children who are learning English as an additional language.

Parents spoken to during the inspection said that they are happy with the care their children receive. Staff chat with parents at the beginning and end of each session, providing regular feedback. Parents have seen children's records of learning during regular meetings with staff and feel staff are approachable and committed to their children.

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

Staff create a welcoming and nurturing environment. The key-person system ensures the staff know the children well. Parents comment favourably about the close relationship their children have with their child's key person. This helps children to feel secure and to settle easily.

Children are developing a healthy lifestyle and practise the habits they will need to keep themselves fit and healthy in life. Staff provide nutritious, well-balanced snacks and meals. Children develop their physical skills and fitness in the well-resourced outdoor area. A

large variety of balls, hoops and climbing equipment encourages children to develop coordination. Children are focused and engaged while outdoors and enjoy digging compost and transferring it from one large tray to another. They work collaboratively to make compost beds. They are comfortable in each other's company and form good friendships.

Staff support children's developing independence through appropriate support. For example, babies stick paper and use the glue spreader on their own, with staff close by to offer support if needed. Likewise, children demonstrate independence in toileting and getting dressed for the cold weather. Children behave well due to the close supervision of staff who offer timely reminders to share toys and to walk, rather than run, when indoors. Staff regularly praise children for making good choices and when they accomplish tasks such as doing up zips. This supports children's self-esteem and confidence.

Staff meet children's individual care needs sensitively. For example, adults take account of children's preferences as they support them to sleep. Staff help children to relax by rubbing their backs and playing gentle music. Staff instinctively know when children are nervous of change in routine or to visitors, and support them with cuddles and reassurance.

Staff follow hygienic practices throughout the nursery, ensuring food preparation areas and toilet facilities are clean and disinfected appropriately. There are appropriate systems to ensure that staff are aware of children's medical needs. Accidents and medication are logged appropriately and this information is shared with parents. All staff hold appropriate first-aid qualifications.

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

The management team have a sufficient understanding of their requirement to safeguard children. Staff demonstrate a sound understanding of the procedures to follow if they develop concerns about the welfare of a child in their care. This knowledge is supported by policies on the safe use of mobile phones and cameras, and on raising concerns about the conduct of colleagues. The manager takes lead responsibility for safeguarding and has had training to support her in this role. Security measures are robust. For example, there is a speaker-door release system that ensures unauthorised people cannot enter the nursery. Staff complete detailed risk assessments covering the premises, toys and activities children have access to. However, daily checks are not always effective in identifying hazards. For example, during the inspection a potential hazard was identified involving a loose drain cover in the outdoor play area.

The management team understand the requirement to promote children's learning and development. The manager and the deputy work in the rooms on a daily basis, which supports them in monitoring the quality of the educational programmes. However, this has limited impact as inconsistencies in the quality of teaching have not been identified.

The management participate in written self-reflection, monitor most aspects of the nursery, and identify areas for improvement. Feedback from parents and staff is a regular feature of this process. The management team demonstrate a commitment to improving the nursery. They have appropriate recruitment systems. These include following vetting procedures and ensuring reference checks are in place before new staff members begin working with the children. However, there is no system to monitor that staff remain suitable to work with children throughout their time at the nursery. The management team do not make them aware of their responsibility to disclose any changes that may affect their suitability. The manager conducts regular appraisals, staff meetings and supervisions to monitor staff performance. Staff are well qualified and regularly attend additional training to enhance their practices.

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	134024
Local authority	Oxfordshire
Inspection number	841035
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	21
Name of provider	Somerville College
Date of previous inspection	25/07/2011
Telephone number	01865 270686

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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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