

Pippins Day Nursery & Nursery School

Nuffield Orthopaedic Centre, Old Road, Headington, Oxford, Oxfordshire, OX3 7LD

Inspection date	05/01/2015
Previous inspection date	12/06/2012

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

- Parents praise the quality of care and education their children receive. They feel the nursery communicates well and value the close relationships their children have with their key person.
- Staff effectively assess children's progress and track their development. This supports them to identify areas to be developed and ensures children make consistently good progress.
- The nursery has an abundance of resources that keep the children stimulated and encourage them to be active learners.
- Safeguarding and security are priorities in the nursery. Staff are well trained in how to protect children and keep them safe.

It is not yet outstanding because

- At times staff address behaviour in different ways. This means children are not receiving consistent messages about boundaries and expectations.

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 had a tour of the premises and the outdoor area.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with the manager, senior staff, staff, parents and children at appropriate times throughout the inspection.
- The inspector viewed a range of documents including registers, policies and children's progress records.
- The inspector observed the children during free play, group times and meal times, and the staff interactions with them.

Inspector

Natasha Crellin

Full report

Information about the setting

Pippins Day Nursery & Nursery School registered in 2000. It is one of six nurseries run by Bramleys Nurseries. It operates in a two-storey building at the Nuffield Orthopaedic Centre in Headington, in the city of Oxford. Most children attending have parents working on the hospital site. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open every week day from 7.15am to 6.30pm, except bank holidays. There are currently 75 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four. Children attend for a variety of sessions. The nursery cares for children with special educational needs and/or disabilities, and children who learn English as an additional language. There are 13 members of staff working with the children, of whom the majority hold relevant early years qualifications, including three qualified teachers.

What the setting needs to do to improve further

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

- develop greater consistency in approaches to behaviour management, to more fully support all children to understand boundaries and expectations.

Inspection judgements

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

Children progress well in their learning and development because the quality of teaching is good. Staff make good use of their observations to assess children's progress. This supports them to plan activities that are individualised to children's needs. Children have access to a good variety of activities that support their learning. Older children develop their personal, social and emotional skills as they identify their moods on a chart. This activity initiates conversations about feelings, and children develop a good understanding that their friends may have different feelings to them. This helps them develop empathy for their peers and understand emotions. Young children and babies learn about counting as staff count blocks and other toys. This supports children's understanding of mathematical concepts. A range of activities help children develop their reading and writing skills ready for starting school. Staff frequently read stories with children on their laps, pointing out pictures and talking about the story. Likewise, crayons and pencils allow children to draw and make marks throughout the day. Children's communication and language skills are developing well. Staff support children by using good, clear language, which effectively helps to extend their vocabulary. Staff know to wait for children to respond, and listen and react with interest. This supports children's self-esteem and confidence.

A designated member of staff takes responsibility for ensuring the needs of children with special educational needs and/or disabilities are assessed and met. Close working relationships with external agencies, such as occupational therapists and speech therapists, ensures children make good progress. Children who speak English as an additional language are also well supported in this diverse and inclusive nursery. Generally children's behaviour is good. However, when they do squabble over toys, or run inside, they sometimes receive inconsistent messages from staff. This does not support them to develop a fully clear understanding of expectations and boundaries.

Parents are very happy with the care and education their children receive. They are kept well informed of events in the nursery with regular communication including emails, newsletters, and an information board. They also have daily face-to-face communication with their child's key person. Parents are well informed of their children's progress and regularly see their records of learning, including the required progress check for two-year-old children. Parents contribute information about children's learning at home, which ensures children's needs are well known and supported.

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

Staff and children enjoy close relationships due to the well-developed key person system. Children enjoy cuddles, praise and reassurance, which supports their developing self-esteem and confidence. Children learn about the importance of healthy eating as they enjoy well-balanced and nutritious snacks prepared in the kitchen. Staff sit with children as they eat, supporting the development of good manners, and meal times are a social occasion. Children demonstrate good levels of independence as they serve themselves and pour their own drinks.

Safeguarding and security of the children is a priority in this nursery. Staff have well trained in how to keep children safe. They demonstrate a strong understanding of the procedures to follow if they have concerns about a child in their care. Robust security measures, such as door entry systems, ensure unauthorised people cannot enter the premises. Good risk assessments and clear policies support staff understanding of how to minimise risks. Staff also effectively support children to learn to keep themselves and others safe. For example, children in the pre-school room learn about safety by helping staff to risk assess the garden. They identify if toys are safe and clean, and if there is any rubbish that needs to be removed. By learning to take responsibility for safety, children are developing good skills for their future lives.

The nursery is well-resourced. Toys are stored so that children can easily access them. This supports them to have choice in what they play with, supporting independence and developing active learning. For example, children delight in finding small cars to run down a large carpet tube in the garden, experimenting with which one goes fastest. The large variety of toys supports children's development across the seven areas of learning.

The nursery has strong relationships with the local schools. Teachers visit the nursery in

the summer term, meeting the children and spending time with them. This means children are confident as they move up to school.

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

The leadership team work closely together to provide a coherent and effective service. They regularly take on board the views of parents, children and the staff to ensure any areas for improvement are addressed. As a result, the nursery is constantly improving. The manager works closely with other agencies, such as the local authority, to support their self-evaluation. This enhances their commitment to promoting a good-quality provision at all times.

The management team follow robust procedures for recruiting new staff and regularly check existing staff remain suitably qualified and vetted to work with children. Staff have regular appraisals and supervisions. Staff are trained in first aid and food hygiene and many staff have attended specialist training, such as Forest School training, which supports children's learning experiences.

The manager has a good understanding of her responsibility to support the learning and development requirements. She regularly works in the rooms and is a hands-on manager, who knows the children and families well. The progress of all children is carefully tracked. This ensures specific groups of children, including those with additional needs, are quickly identified and addressed to narrow gaps in achievement.

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	135004
Local authority	Oxfordshire
Inspection number	841089
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	49
Number of children on roll	75
Name of provider	Bramleys Nurseries Partnership
Date of previous inspection	12/06/2012
Telephone number	01865 227872

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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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