

Banbury School Day Nursery Ltd



Banbury School, Ruskin Road, BANBURY, Oxfordshire, OX16 9HY

Inspection date	13 April 2015
Previous inspection date	25 August 2011

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

Summary of key findings for parents

This provision is good

- Staff accurately observe, monitor and assess all children's progress well. This enables them to plan interesting activities which promote children's learning.
- Effective partnership work with outside agencies for children with special educational needs and/or disabilities is in place. This means that all children make good progress in preparation for the next stage in their learning.
- Staff have good systems for assessing and minimising risks, including clear and appropriate policies regarding safeguarding children. Consequently, staff keep children safe.
- Caring and sensitive staff provide a nurturing environment. This gives children a strong sense of belonging and promotes their emotional well-being.
- The management includes the views of parents, staff and children and takes account of children's progress in their self-evaluation. This results in a targeted action plan that ensures that improvements to the provision reflect the needs of the children who attend and have a positive impact on their learning.

It is not yet outstanding because:

- Occasionally, staff miss opportunities to extend younger children's thinking through skilful questioning.
- Staff do not always organise art and messy play materials in a way that maximises opportunities for younger children to make marks and explore the materials fully, using all their senses.

What the setting needs to do to improve further

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

- enhance opportunities to skilfully question children, to maximise their learning
- increase opportunities for the younger children to make marks and to explore using all their senses, by further extending the range of materials available to them.

Inspection activities

- The inspector observed children's play, activities and staff interaction with children in all areas of the nursery including outside, and viewed the toys, resources and equipment available for children's use.
- The inspector held discussions with the nursery manager and owner, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of safeguarding practices, staff recruitment, staff training and professional development, and evaluation processes.
- The inspector looked at some records for children's learning and development, and discussed how staff assess children's progress.

Inspector

Victoria Weir

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a good understanding of how children learn, gained through suitable qualifications and experience. They know children well and effectively tailor the provision to help all children make good progress. For example, pre-school children developed their story telling and early writing as staff purchased resources and organised materials based on their favourite cartoon characters. As a result, the quality of teaching is good and some teaching in pre-school is very good. However, on occasion, staff miss opportunities to use challenging questions to fully enhance the youngest children's thinking. Throughout the nursery, staff support children's use of language well. They teach children new words, use signing, and engage children in conversations that promote children's home languages and extend their listening skills. Consequently, children who are learning English as an additional language, or have communication delay, make good progress, relative to their starting points. Children develop their early literacy and mathematics through a range of interesting activities, such as cooking, and writing as they enjoy pretend play.

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

The key-person system works well and children are given time to develop relationships with staff. Consequently, children are confident and motivated as they explore their environment and develop their self-care skills. However, children under the age of three cannot always help themselves to drawing materials, to fully develop their early writing skills. Staff promote children's physical well-being. Children have daily access to fresh air and exercise in the well-resourced garden, where staff teach children safe practices. Staff have developed a positive and consistent approach to managing children's behaviour. Consequently, children play cooperatively and develop social skills and positive attitudes, preparing them well for the next stage in their learning and school.

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

The managers have good understanding of their responsibilities. They monitor the educational programmes and children's progress closely. Parents receive good information about their child's progress and continue their learning at home. Partnerships with other professionals involved in children's care and learning ensure gaps in children's learning quickly close. The manager supervises her staff and supports their training well. This enhances the established good teaching practice and supports newer and less experienced staff to achieve high standards.

Setting details

Unique reference number	EY417353
Local authority	Oxfordshire
Inspection number	832426
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	48
Number of children on roll	82
Name of provider	Banbury School Day Nursery Ltd
Date of previous inspection	25 August 2011
Telephone number	01295256400

Banbury School Day Nursery registered in 2000. It operates within a large comprehensive school in Banbury, Oxfordshire. There is ramped disability access to the building. It is open 50 weeks of the year from 8am to 5.30pm. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery employs 10 staff, nine of whom hold appropriate early years qualifications, at level 2 and 3.

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