

# The Slade Early Years Centre and Day Nursery

Titup Hall Drive, Headington, Oxford, Oxfordshire, OX3 8QQ



## Inspection date

5 August 2015

Previous inspection date

6 August 2014

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
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		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching is not yet consistently good.
- Newly introduced systems to track children's progress are not used consistently well to accurately identify the progress made by children and groups of children. Currently the nursery cannot show that all children make good progress from their starting points in all areas of learning.
- Staff's observations of children do not always clearly reflect children's level of achievement.
- Supervision arrangements for staff are not yet regular or fully effective.

### It has the following strengths

- Managers and staff are rightly proud of the family ethos of the setting. Children and babies are settled and content during their time at nursery.
- All safeguarding requirements are met. Staff understand their roles and responsibilities in keeping children safe.
- Good self-evaluation shows that the manager has a clear understanding of the setting's strengths and areas for further development.

## What the setting needs to do to improve further

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

- ensure that systems to observe, assess and track children's progress are understood and used consistently well by all staff
- improve the quality of teaching through effective monitoring, coaching and regular supervision, in order to ensure that all children, and groups of children, make good progress from their starting points across all areas of learning.

### Inspection activities

- The inspector observed the quality of teaching, both inside the nursery and outside.
- The inspector talked to staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager to evaluate the quality of teaching.
- The inspector took the views of parents into account.
- The inspector held meetings with the nursery manager and the vice-chair of the governing body.
- The inspector had a telephone conversation with the acting Headteacher.

### Inspector

Penny Fisher

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Children have fun as they freely play and explore. However, the quality of teaching is variable. When it is good, children paddle freely in the water tray; they use hose pipes confidently to water the plants and crack eggs for baking. Babies and younger children confidently explore treasure baskets and enjoy making sounds with musical instruments. However, this quality of teaching is not consistent as staff do not always allow children the time they need to think things through and find solutions for themselves and this hinders their learning. Children enjoy playing in mixed-aged 'family' groups. They cooperate well and learn from each other. However, the wide age range of children in the room presents a challenge for staff. Activities, such as group story time, do not always ensure that all children are engaged, interested and provided with sufficient challenge. New systems for observing and assessing children are not yet fully effective in accurately demonstrating the progress that children, and groups of children, make. However, key persons know their children well and the planning for each day is flexible and led by children's interests.

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

Children are well cared for. Staff are warm and responsive to the children, offering reassurance and comfort when needed. Children feel safe and secure whilst at nursery. Changes to the key person system have improved the opportunities for parents to share information about their child on a daily basis. Simple codes of behaviour are implemented consistently by the staff. Children are learning to take turns and are well supported to manage their feelings. Bespoke settling-in procedures are helping children and parents to feel confident when first joining the nursery. Detailed information is gathered to ensure staff they know babies' routines, likes and dislikes. Children's independence and the development of self-care skills are actively promoted. This helps to ensure children are well-prepared for transition to nursery or primary school. For example, children learn how to wash their hands before eating, pour their own milk and spread butter on their crackers. The outdoor area is well-used and enjoyed by all of the children. Meal times are sociable events. All children, including babies and toddlers enjoy the healthy meals.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The nursery manager has a realistic view of the strengths of the nursery and there are clear plans in place to address the areas for development. The pace of improvement over the last year has been hampered by a high number of staff issues and changes. The manager is ambitious and keen to now forge ahead with improvements. However, systems to monitor and improve the effectiveness of teaching, including supervision arrangements, continue to require improvement. The nursery has ensured that all staff working with children are suitable. However, the nursery failed to inform Ofsted of the change of nursery manager and nominated person within the required timescales, which is a breach of requirements.

## Setting details

<b>Unique reference number</b>	EY276613
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1006140
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	45
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Slade Nursery School Governing Body
<b>Date of previous inspection</b>	6 August 2014
<b>Telephone number</b>	01865 762 679

The Slade Early Years Centre and Day Nursery registered in 2004 and is run by The Slade Nursery School Governing Body. It operates from premises within the grounds of Wood Farm Primary School in Headington, Oxford. Facilities include an open-plan play space with three nest rooms and an enclosed, shared outdoor area. The nursery is registered on the Early Years Register and there are currently 60 children on roll. The nursery also offers wrap-around care for those attending the adjoining nursery and primary schools. It is open on weekdays from 8am until 6pm, all year round. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs 11 staff to work with children, all of whom hold relevant qualifications. It shares a site with The Slade Nursery School, The Slade and Headington Children's Centre and Wood Farm School.

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