

# St Paul's Day Nursery

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



<b>Inspection date</b>	30 November 2015
Previous inspection date	3 December 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children thoroughly enjoy their time at nursery. They form very close relationships with the staff who know each of the babies and children exceptionally well. As a result, children settle quickly and feel safe and emotionally secure.
- The quality of teaching is consistently good. Staff have an in-depth knowledge of how young children learn. This enables them to plan an interesting and varied range of fun, purposeful activities, both inside and outside. As a result, all children make good progress in their learning and development.
- The nursery's leadership team is strong. Senior staff have a very accurate and realistic view of the quality of practice. They know how to make the relevant changes to improve the support for children's care and learning needs.
- Partnerships with parents are very strong. Parents are overwhelmingly positive about the quality of practice. Staff meet with parents regularly and fully involve them in planning for children's learning and development.

### It is not yet outstanding because:

- The space available for large physical play activities is rather limited. As a result, some opportunities for older children, and more able children, to be physically active and use larger equipment are sometimes hindered.
- Information about the progress groups of children make is still new. Therefore, it is still being developed to ensure that all children make good or better progress from their starting points.

## What the setting needs to do to improve further

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

- provide more opportunities to support older children's, and the more able children's physical skills
- develop the use of information about children's learning to make sure that all groups of children continue to make good or better progress.

### Inspection activities

- The inspector observed the quality of teaching and the support for children's learning, both inside and outside.
- The inspector talked to staff about how they plan for each child's learning needs and assessed how well staff understood the nursery's policies and procedures, especially those relating to keeping children safe.
- The inspector carried out a joint observation with the nursery manager and evaluated how well she supports staff to improve their skills and practice.
- The inspector talked to children and asked them what they enjoyed doing at nursery.
- The inspector gathered the views of parents who were available on the day of inspection.
- The inspector held a meeting with the nursery manager to discuss the improvements that have been made since the last inspection and to evaluate the nursery's capacity for continual development.

### Inspector

Jo Caswell HMI

## Inspection findings

### Effectiveness of the leadership and management is good

The professional expertise of the nursery manager and staff has enabled improvements to be made at a fast pace. Accurate self-evaluation, detailed action plans and the continual monitoring of practice have helped staff reflect on the quality of provision and make the necessary changes. Strong support from the college has influenced and enhanced the rate of improvement. Staff morale is good and the team work together extremely well, clearly showing dedication to the children and families. Training and professional development are given high priority and this has resulted in staff achieving enhanced qualifications. Consequently, this has enriched the level of practice and the quality of teaching. Safeguarding arrangements are effective. Staff have taken account of all new guidance to protect children and fully understand their role in keeping children safe.

### Quality of teaching, learning and assessment is good

Teaching is consistently good because staff interact with children positively. They have a thorough understanding of how each child prefers to learn and plan for this accordingly. Staff play alongside children and gently encourage their language and communication skills. For example, as children play in the role play 'tool shed', staff ask children questions and provide a commentary of what children are doing. Babies delight in creating an imaginative picnic and use their developing language skills well to practise communicating. Good support is provided for children to develop their early writing skills and boys, particularly, enjoy using pens and paper to write lists. Staff make full use of the college environment to extend children learning. Daily visits to collect the nursery post become a favourite part of the day.

### Personal development, behaviour and welfare are good

Good support from staff means children are highly motivated to learn and they develop key skills to support their future learning. For example, children listen attentively, concentrate well and show strong self-confidence. Babies particularly enjoy looking at their family books and older children enjoy seeing their work displayed on the family boards. Diversity is celebrated well within the nursery and the cultural heritage of all children and staff is actively celebrated. Children behave very well as they understand simple rules and have contributed their own ideas to make sure all children enjoy their time at nursery. For example, children remind each other about sharing and being kind to each other. As a result, relationships between children are very positive and there is a very happy atmosphere throughout the nursery. Transitions within the nursery are managed very well and this enables children to settle quickly. Links with local schools are being established.

### Outcomes for children are good

The high quality teaching, combined with the support for children's individual learning styles and preferences mean all children achieve well from their starting points. Staff continually use the information they gather through observation to ensure each child is challenged to make good or better progress.

## Setting details

<b>Unique reference number</b>	134024
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1006259
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Somerville College
<b>Date of previous inspection</b>	3 December 2014
<b>Telephone number</b>	01865 270686

St Paul's Day Nursery is a private nursery owned by Somerville College which is part of Oxford University. It first registered in 1992 and has been established for many years. The nursery serves the local community and operates from a college house in the centre of Oxford. Children are cared for in one large room with separate areas for babies and children aged under two years. There is an enclosed area for outdoor play. The nursery is open each weekday from 9am to 5pm, 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 20 children aged 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 who work with the children. Of these, six hold appropriate early years qualifications, including three members of staff who are qualified to level 5. The nursery accepts funding for the provision of free early education for children aged three and four years.

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