

The Oxford Nursery Summertown



Marston Ferry Road, Summertown, Oxford, Oxfordshire, OX2 7EE

Inspection date 8 December 2015
Previous inspection date 11 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- There are insufficient systems in place for tracking and assessing children's developmental progress. This means that staff cannot identify if there are any gaps in children's learning.
- Staff do not accurately assess the next steps in children's learning. Therefore, they do not correctly identify what children need to do next to help them make good progress.
- The organisation of group time does not always maximise learning opportunities for younger children, because they become distracted before the activity is completed.

It has the following strengths

- Leaders and managers are ambitious for the nursery and improvements have been made since the last inspection. Effective action has been taken to address the areas for development identified at the last inspection. For example, all safeguarding requirements are met.
- Children learn how to keep themselves safe by taking part in a risk assessment of the garden with staff before they play.
- Parents are kept informed of what their children are doing while at nursery through regular feedback and newsletters.

What the setting needs to do to improve further

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

	Due Date
■ develop and implement systems to monitor individual children and groups of children, so that any gaps in their developmental progress can be identified and addressed	29/01/2016
■ improve the way in which staff plan for each child's learning needs to ensure each child makes good or better progress	29/01/2016
■ review the organisation of group time, to ensure that younger children are fully engaged in the activity.	29/01/2016

Inspection activities

- The inspector conducted a joint observation with the manager.
- The inspector sampled a range of documentation, including staff suitability checks and children's learning records.
- The inspector observed the quality of teaching and the impact this has on children's learning both indoors and outdoors.
- The inspector discussed the setting's self-evaluation information with the management team.
- The inspector gained the views of parents whose children attend the nursery.

Inspector

Maria Conroy

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders and the management team have worked hard since the previous inspection. They have improved safeguarding procedures and continue to improve the quality of teaching. Leaders and managers work with the staff to build their confidence in the delivery of the learning and development requirements. They do this through regular supervision and staff meetings. Staff access training and workshops to enhance their skills. However, the quality of teaching is still variable overall. Safeguarding arrangements are effective. Staff have a secure knowledge of safeguarding procedures. Managers and leaders have improved the systems in place to identify hazards in the environment. Regular risk assessments are completed and staff are vigilant about keeping children safe. For example, sleeping babies are checked every 10 minutes. Therefore, children are protected and kept safe.

Quality of teaching, learning and assessment requires improvement

Activities are generally well planned; staff complete regular observations on their key children. However, the next steps identified to support children's learning are not always accurate. Therefore, staff are not clear on exactly what they need to do in order to move children forward in their learning. This hinders the amount of progress children make. Overall, staff support children's language and communication skills. They provide a narrative about what children are doing, which helps them to learn new words. Children who speak English as an additional language are supported by visual cues. This helps them to understand the meaning of words and extends their vocabulary. Children have fun playing outdoors. They make marks using a variety of materials including different sized brushes and shaving foam. Staff support children's mathematical development through the daily routine. For example, they sing songs and count the steps as they climb up the slide.

Personal development, behaviour and welfare require improvement

Group activities are not always well planned. As a result some children become disinterested and lose concentration. This has an impact on their future learning. Children benefit from secure relationships that are built with the staff that care for them. Staff provide activities to help children learn to share and take turns. They act as positive role models and encourage children to be kind and to respect each other. Children develop high levels of independence through the daily routines. For example, they wash their hands before eating and serve themselves during snack time. This contributes to the skills children will require for the next stage in their learning. The environment has been reviewed and improved. There is a varied range of activities provided to promote all areas of learning both indoors and outdoors.

Outcomes for children require improvement

The systems in place to monitor children's progress are not developed sufficiently well. Therefore, leaders and managers are unable to identify differences in the progress made by individuals and different groups of children. Staff share information about what children are doing at nursery with their parents, so they can support learning at home.

Setting details

Unique reference number	EY266376
Local authority	Oxfordshire
Inspection number	1032331
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	44
Number of children on roll	35
Name of provider	Acacia Care and Education Ltd
Date of previous inspection	11 June 2015
Telephone number	01865 316602

The Oxford Nursery Summertown is one of two nurseries run by Acacia Care and Education Ltd and affiliated with the Oxford Nursery Limited. It opened in 2003 and operates from three rooms in a modular building. It is situated in an area close to local schools in the city of Oxford. The nursery is open each week day from 7.30am to 6pm for 51 weeks of the year. All children share access to a secure outdoor play area. The nursery currently supports a number of children who speak English as an additional language. The nursery employs 15 staff. Of these, 14 hold appropriate early years qualifications and one is working towards a qualification. Two of the management team are qualified to degree level and hold Early Years Professional Status.

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