

The Slade Early Years Centre and Day Nursery

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



Inspection date	25 July 2016
Previous inspection date	5 August 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The leadership team has made significant improvements since the last inspection. The head of centre and day nursery manager now monitor children's progress much more closely. This means any gaps in children's learning are identified at an early stage.
- The quality of teaching has improved. Staff have benefitted from additional training and have visited other settings to develop their practice. As a result, positive changes have been made to support children's learning, especially in the outside area.
- Staff work hard to address children's emotional needs. For example, the 'family key person' system means children are cared for by a small group of adults who know them very well.
- Partnerships with parents and carers are good. Staff share detailed information about children's progress and help parents clearly understand how to support children's learning at home.

It is not yet outstanding because:

- Occasionally, the monitoring of staff performance does not focus sharply on children's most important learning needs.
- Some boys do not make as much progress as girls in their learning, especially in mathematics.

What the setting needs to do to improve further

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

- ensure staff use more precise methods to make sure their practice targets children's most important learning needs
- improve the provision to make sure all boys make as much progress as girls, especially in mathematics.

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 at appropriate times throughout the inspection about how they plan for children's learning, how they measure the progress children make and how they keep children safe.
- The inspector carried out a joint observation with the day nursery manager to evaluate how well senior staff monitor staff practice.
- The inspector held a meeting with the head of centre who oversees the management of the day nursery.
- The inspector spoke to two parents on the telephone and took account of their feedback. One of the parents is also a member of the governing body.
- The inspector had a telephone conversation with one of the local authority's early years special educational needs inclusion teachers to discuss his work with the nursery.
- The inspector looked at a range of documentation, including: safeguarding files; records of children's learning and the progress they make; staff training certificates; the nursery's self-evaluation and monitoring reports from a local authority advisor.

Inspector

Jo Caswell, Her Majesty's Inspector

Inspection findings

Effectiveness of the leadership and management is good

Members of the governing body have worked closely with the day nursery manager to thoroughly review practice and make the required improvements. Effective leadership has ensured that teaching is now consistently good. Staff have better opportunities for training and support. This has enabled them to be generally more reflective in developing their skills. Partnerships with other agencies, especially within the children's centre and adjoining school are good. This means any extra support needed for children and families is provided promptly. Safeguarding is effective. Links with other services involved in children's care are highly effective. The robust monitoring of children's attendance means any patterns of absence are followed up promptly to make sure children are safe.

Quality of teaching, learning and assessment is good

Teaching is good because staff clearly understand how young children learn. A wide range of well-planned activities are provided each day, both inside and outside. Staff know the children very well and place great emphasis on developing children's speaking and listening skills. This is especially beneficial to those children who start nursery with skills lower than those expected for their age, or those who speak English as an additional language. Accurate assessment means staff quickly identify when some children need extra help with their learning. Specialist inclusion teachers assist staff in seeking professional help when required. As a result, children with special educational needs and/or disabilities are very well supported. The planning of all activities means that every child can take part, irrespective of their age and developmental ability.

Personal development, behaviour and welfare are good

Babies and children thoroughly enjoy their time at nursery and form very strong relationships with the staff. Staff are highly attentive and gently encourage babies to access all areas of the nursery under close supervision without inhibiting their exploratory skills. Children's behaviour is very good. Staff are positive role models and help children learn how to respect others and to be kind and caring. Designated 'nest' spaces for each key person group mean every child knows where their 'base' area is. This helps children develop a strong sense of belonging. Relationships between all children are very good. Some children refer to their friends as their 'nursery brothers and sisters'. This reflects the strong family ethos of the nursery.

Outcomes for children are good

Children make good progress in their learning and development from their typically low starting points. In most areas of learning, children catch up with their peers and start school ready to learn. High quality teaching means children develop a real interest in learning. They concentrate and remain focused for sustained periods of time as activities are planned well and interest them. Children communicate confidently and are keen to ask questions. They are eager to try new things and persevere when they don't always succeed the first time. These skills provide them with a secure foundation for future learning.

Setting details

Unique reference number	EY276613
Local authority	Oxfordshire
Inspection number	1036756
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	45
Number of children on roll	65
Name of registered person	Slade Nursery School Governing Body
Registered person unique reference number	RP522319
Date of previous inspection	5 August 2015
Telephone number	01865 762 679

The Slade Early Years Centre and Day Nursery registered in 2004. It is managed by The Slade Nursery School governing body. The day nursery operates from premises within the grounds of Wood Farm Primary School in Headington, Oxford. A nursery school and children centre share the same site. The nursery is open from 8am to 6pm throughout the year, closing only for bank holidays and one week at Christmas. Wrap-around care is provided for children attending the nursery school and primary school. Funding is accepted for the provision of free early years education for children aged two, three and four years. A team of 11 staff work with the children. All staff are qualified in early years.

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