

Oxford Day Nursery

35 Sherbourne Road, Acocks Green, Birmingham, B27 6DX



Inspection date

7 June 2016

Previous inspection date

11 June 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

- Leaders and staff have successfully overcome weakness identified at the previous two inspections. They effectively monitor and check the quality of provision. Consequently, all aspects of provision are now good.
- Leaders share ambition for the nursery's continued success. They have good capacity to make further improvements.
- Staff provide consistently good teaching and they effectively support children's learning in all areas. For example, children play in the mud kitchen which provides them with opportunities to incorporate scientific and mathematical explorations as they experiment with the consistency of mud and learn to measure, weigh and count natural 'ingredients.'
- Most children start the setting when they are babies and toddlers with skills and abilities typical for their age. They make at least typical progress, and some make good progress as they move through the nursery. By the time they leave, many children have completed most of the early learning goals. Consequently, they are well-prepared for moving on to school.
- Children's behaviour is good. Staff provide the children with gentle reminders; this is all that is needed to help children to adjust their behaviour. Essential values of tolerance, respect, and rule of law, are all well embedded in the nursery's ethos and practice.
- Staff implement effective settling-in arrangements. They ensure that babies and small children receive sensitive emotional support and easily adjust to nursery life.

It is not yet outstanding because:

- Some boys' in the pre-school room are reluctant writers. Staff have yet to consistently provide activities that secures boys interest in practising their writing skills.

What the setting needs to do to improve further

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

- develop further opportunities to encourage and support boys' independent writing skills.

Inspection activities

- The inspector reviewed the improvements that the leaders have made since the last inspection and their plans for future improvement.
- The inspector observed children during a range of play and learning activities in the designated play areas, including outdoors. The inspector carried out two joint observations with the nursery manager.
- The inspector held meetings with the leaders and staff.
- The inspector looked at a range of documentation including children's learning journals and staff's planning of children's learning and development activities.
- The inspector checked evidence of the suitability of all staff working at the premises, and the professional qualifications and training of leaders and staff.
- The inspector took account of the views of parents and those of children spoken to on the day of the inspection.
- The inspector explored the safeguarding arrangements, the security of the premises and how effectively the leaders have identified and taken steps to minimise any potential risks.

Inspector

Deborah Udakis, Her Majesty's Inspector

Inspection findings

Effectiveness of the leadership and management is good

Leaders' self-evaluation is accurate and takes into account the views of parents, children, staff and key partners. Leaders work effectively with the local authority to enhance the teaching and care practice. Performance management arrangements are highly effective. Leaders provide staff with good-quality support, supervision and training. Consequently, staff are well qualified and have the necessary skills and abilities to meet the children's needs. The arrangements to safeguard children are effective. Staff know the procedures to follow if they are concerned about a child's welfare. Parents are actively involved in their children's learning. Relationships between parents and staff are very trusting and respectful.

Quality of teaching, learning and assessment is good

Staff make good use of their accurate assessments of the children's learning to plan a wide range of enticing activities across all areas of learning. Staff skilfully support children's communication, language, literacy and mathematical development. For instance, in the water tray, toddlers develop their understanding of shapes, space and measure using different sized containers and numbered water toys. Staff provide a literacy rich environment. Pre-school girls are avid writers. They eagerly practise writing their names and those of other children on whiteboards using good quality writing tools. In contrast, boys in the pre-school room show less interest in writing and do not routinely practise their writing skills. However, staff support all children's early literacy well throughout the setting. Younger children love to sing favourite rhymes and songs and they sound out beats and rhythms using shakers they have made themselves.

Personal development, behaviour and welfare are good

Babies and children's physical, personal, social and emotional needs are well met. They are happy, and settled in the care of trusted staff. Children with disabilities and special educational needs do well in their learning. Coordinated and effective partnership working with key agencies ensures these children's needs are effectively assessed and addressed. Consequently, they make initial rapid progress and catch up with their peers. Children's attendance is good. They arrive at the setting full of enthusiasm and eager to learn; they are confident and motivated learners. Children are taught skills and behaviours that help them to be kind and caring; they take turns and learn to share.

Outcomes for children are good

Both boys and girls access all activities and there are no discernible differences in their learning experiences, attainments and progress with the exception of writing. By the time they move on to school, many children have completed most of the early learning goals. Outdoors, in the well-equipped garden, children make good use of the natural world. They learn important life skills, where they discover new plants, animals and insects, and where they explore and experiment with new ideas. Children are physically challenged as they skilfully negotiate narrow stepping blocks that climb the small hill over the tunnel.

Setting details

Unique reference number	EY427931
Local authority	Birmingham
Inspection number	1051999
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	60
Number of children on roll	70
Name of registered person	Shezad Inayat
Registered person unique reference number	RP909530
Date of previous inspection	11 June 2015
Telephone number	0121 764 5535

Oxford Day Nursery was originally established in 1993 and was re-registered to its current owner in 2011. It is one of two nurseries owned by the same provider. The nursery employs 13 staff members including two managers and a cook. The managers hold childcare qualifications at level 6 and level 4, and seven childcare staff hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round, with the exception of bank holidays. The nursery supports children with special educational needs and those who speak English as an additional language. The nursery receives funding to provide education for two-, three-and-four-year-old children.

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