

# Oxfam Workplace Nursery

Oxfam, Oxfam House, John Smith Drive, Oxford Business Park South, Oxford, OX4 2JY



<b>Inspection date</b>	17 October 2016
Previous inspection date	13 June 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 manager shows a strong commitment to providing good-quality care and education. She uses self-evaluation effectively to develop a clear action plan for ongoing improvements that ensures outcomes for children are good.
- Children are happy, confident and settled at the nursery. They develop warm and close relationships with staff, and feel emotionally secure and safe.
- Staff plan and provide a wide range of activities and learning experiences, which children enjoy. All children make good progress from their starting points.
- Partnerships with parents, carers and external agencies involved in children's care and learning are effective. Parents receive useful information about the provision and staff keep them well-informed about their children's achievements. Together they make a significant contribution to consistently meeting children's education and care needs.
- Staff are good role models. Under their guidance, children listen and follow instructions. Children are polite and kind, developing positive friendships with one another.

### It is not yet outstanding because:

- The manager has not fully embedded all opportunities to help staff raise the quality of teaching to the highest of standards.
- Staff sometimes miss opportunities to help children count, recognise numerals and learn more about mathematical language such as the names of shapes.

## What the setting needs to do to improve further

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

- build on the existing opportunities for staff to reflect on their own and others' practice to enhance teaching and learning to the highest standards
- create more opportunities to extend children's mathematical skills.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector conducted a joint observation of a planned activity with a member of staff and discussed children's learning and development.
- The inspector spoke to the manager, staff, parents and children.
- The inspector reviewed how staff use their assessments of children's learning to plan support for individual children's progress.
- The inspector sampled required documents and records, including safeguarding procedures, and assessed staff's understanding of how to implement these.

### Inspector

Amanda Perkin

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management team ensures staff know how to identify and report any concerns they may have about children to protect their welfare. Recruitment for new staff is thorough and the manager uses induction procedures effectively to ensure staff are confident in their roles. The management team helps staff to update their skills to develop their knowledge and the learning environments for children. For example, following training, staff have improved the baby room to provide more space for exploration and easy access to resources to encourage independence. The manager monitors children's progress meticulously. She makes an accurate analysis and comparison of groups of children's progress and provides additional support for children with any identified gaps in their learning to help them catch up with their peers.

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

Staff know the children and families well. They make ongoing observations of children and plan opportunities to support their continued development. Staff involve professional agencies when children need extra support, which helps to close any gaps in their learning. Staff support children's communication skills well. For example, they talk clearly and provide an ongoing commentary to children's play, helping them to learn new vocabulary. Staff encourage children to explore and investigate. They interact thoughtfully with children and ask questions to help them to think about what they are doing and to solve problems. For example, they ask children what might happen when they bang the wooden beaters on the tyre, compared to beating them on the barrel.

### Personal development, behaviour and welfare are good

Children enjoy the company of the staff. Staff successfully boost children's confidence and self-esteem, for example they are animated in their responses to children and give them lots of praise and encouragement. Staff help children lead a healthy lifestyle. For example, they plan physically challenging activities outside for children to practise balance and climbing skills. Children learn about nature such as watching for birds in the bird box. Children's health and hygiene awareness is good. For example, they understand why it is important to eat nutritious meals, wash their hands and clean their teeth.

### Outcomes for children are good

All children, including those who need extra help, make good progress in all areas of learning. They develop the skills they need for the next stage of their learning and school. Children develop early reading and writing skills when they look at books and listen to stories, and older children learn the names and sounds of letters. Children develop good independence skills. For example, they pour their own drinks, serve themselves lunch and help to tidy away.

## Setting details

<b>Unique reference number</b>	EY309265
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1061920
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Oxfam
<b>Registered person unique reference number</b>	RP518080
<b>Date of previous inspection</b>	13 June 2013
<b>Telephone number</b>	01865 472264

Oxfam Workplace Nursery registered in 2005 and is primarily a workplace nursery for children of Oxfam staff. The nursery is located in the Oxfam Headquarters in the Oxford Business Park South in Cowley, Oxford. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery opens on Monday to Thursday from 8.45am to 5.15pm and on Friday from 8.45am to 5pm. The nursery opens all year round, apart from a week at Christmas and Easter. The nursery employs 11 staff. Of these, the manager and deputy manager both hold early years professional status, one staff holds qualified teacher status, one staff is a qualified early years graduate and four staff hold qualifications at level 3.

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