

Bramleys Day Nursery and Nursery School

Masons Court, Ardington, Wantage, Oxfordshire, OX12 8TP



Inspection date	18 October 2016
Previous inspection date	22 October 2013

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

- Effective self-evaluation and commitment from leaders and staff to continuous improvement have enabled the setting to maintain its good quality service since the previous inspection.
- The manager and staff monitor and track children's progress closely. For example, leaders identify any gaps in development quickly and support the staff to make changes to improve outcomes for children. Children make good progress from their starting points. They are engaged in their play and motivated to learn.
- Staff support children's mathematical understanding skilfully. For instance, staff challenged older children as they rolled cars down a ramp and used numbers to work out how far they had travelled.
- Staff are caring and attentive to children's needs. They form strong bonds with children. Children are happy and secure. Staff support their emotional well-being sensitively, using a range of strategies successfully, to provide comfort when needed.

It is not yet outstanding because:

- At times, staff working with the two-year-old children do not challenge their learning consistently, to help them make the best possible progress.
- Occasionally, staff limit the choices children can make during creative activities, which reduces their ability to make decisions and develop their thinking skills further.

What the setting needs to do to improve further

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

- support staff to make full and consistent use of all opportunities to challenge children as they play and explore, to help them make the best possible progress
- guide staff to enable children to explore their own creative ideas, to develop their thinking skills even further.

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations with the manager.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management is good

Strong leaders support staff professional development well. This includes a thorough induction, observing practice regularly and supporting staff to improve their teaching even further, such as through regular training and gaining additional qualifications. Parent partnerships are good. Staff keep parents well informed about children's welfare and learning. They work well together to support children's learning at home and in the setting. Safeguarding is effective. Staff have a good understanding of how to protect children and know the procedures to follow should they have any child protection concerns.

Quality of teaching, learning and assessment is good

Staff observe children's development closely and plan effectively to move them on to their next stage in learning. Staff provide a good range of activities and resources to encourage children to play and explore. For example, babies enjoyed a rich variety of sensory experiences as they explored objects in baskets and varying textures such as dried cereals. Staff are skilled in supporting children's understanding of the world. For instance, they helped older children observe the features of leaves, such as veins, and to make links with their own hands and bodies. Staff help children make good progress with their physical development. For example, young children carefully travelled up and down soft play equipment and babies were encouraged to stand to reach suspended objects.

Personal development, behaviour and welfare are good

Staff provide children with the time and space to explore and lead their own play in the stimulating learning environment. They support children's independence well and help them to manage their own needs. For example, at mealtimes, older children pour drinks and clear away their plates. Children's good health is supported effectively. For example, they learn about hygiene practices and all children are encouraged to be physically active and benefit from plenty of outdoor play. Staff use effective methods to encourage children to listen to, and respect, each other. Children respond positively to them, learn to share and take turns. Behaviour is good.

Outcomes for children are good

Children develop good social skills and demonstrate a strong sense of teamwork. They make good progress with their communication and language development. For example, babies expressed their wishes confidently, experimenting with sound and gesture, and older children told their own stories expressively. Children develop a good range of skills in preparation for when they start school. For instance, older children talked about the sounds they could hear at the start of a word and used effective strategies to calculate change during a shopping activity.

Setting details

Unique reference number	EY224700
Local authority	Oxfordshire
Inspection number	1061648
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 - 5
Total number of places	102
Number of children on roll	101
Name of registered person	Bramleys Nurseries Partnership
Registered person unique reference number	RP524488
Date of previous inspection	22 October 2013
Telephone number	01235 833325

Bramleys Day Nursery and Nursery School registered in 1990. The nursery operates from Ardington, in Oxfordshire. It opens from 7.30am to 6pm, all year. The setting employs 19 staff. Of these, one holds qualified teacher status, one holds early years professional status and 12 hold appropriate early years qualifications, including 10 at level 3. The setting receives government funding for children aged two, three and four years.

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