

# Lord Williams's School Day Nursery

Oxford Road, Thame, Oxfordshire, OX9 2AJ



<b>Inspection date</b>	24 October 2016
Previous inspection date	21 May 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 is ambitious and committed to providing high-quality standards for care and learning. She regularly evaluates the provision to identify priorities for improvement and successfully includes the views of parents, staff and the children.
- Children's behaviour is good. Children are aware of the rules of the nursery and play well together, take turns and share resources. They demonstrate that they feel safe and secure. For example, they confidently interact with visitors to the nursery.
- Children are keen to take part in a broad range of activities, which staff plan using various themes and children's learning priorities.
- Staff have developed strong partnerships with parents. They share information regularly about children's progress and development and offer good support for parents to continue their children's learning at home. Staff work in partnership with other professionals to meet children's individual learning and developmental needs well.
- Children make good progress. Staff and management monitor children's development well, which helps them to identify and address gaps in their learning.

### It is not yet outstanding because:

- The manager has not used all opportunities to help staff raise the quality of teaching to the highest of standards.
- Staff do not plan enough exciting experiences and activities for children who prefer to learn outdoors.

## What the setting needs to do to improve further

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

- strengthen the existing opportunities for staff to reflect on their own and others' practice to develop teaching and learning to the highest standards
- plan a wider and even more exciting range of play experiences for those children who prefer to learn outdoors.

### 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, members of the committee, 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. Staff have a sound knowledge of the procedures to follow if they have concerns about a child's welfare. The manager deploys staff well and they have a good understanding of their policies and procedures to help keep children safe. The manager encourages staff to develop their qualifications and skills. They undertake in-house training, as well as attending a range of external courses to help improve children's outcomes.

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

Staff know the children well. For example, they listen carefully to children's ideas and support their plans by providing appropriate resources. Children are excited when they enter the outdoor play area. Staff help to support children's language development. For example, when they play alongside children outdoors they extend learning through skilful questioning. Staff use their assessments to monitor children's progress. They use each child's interests effectively to plan for children's next steps in learning. Staff provide a wide range of activities that help children to think and ask questions. For example, pre-school children are excited when it is pirate day. The children develop their physical skills as they learn to walk the plank, use their imaginations as they dress up in pirate clothes and call 'shiver me timbers', and use their creative skills as they mould the play dough treasure maps using different textures.

### Personal development, behaviour and welfare are good

Staff have a secure knowledge of children's individual needs. Children form strong attachments to staff, which supports their emotional well-being. Babies feel confident to go to staff for support or a cuddle when they need reassurance. Children learn to value friendships and think about what others might be feeling. Staff offer regular praise, helping to boost children's self-esteem and confidence. They support children well in their transitions between rooms. Children follow good hygiene procedures and understand the importance of handwashing. Staff encourage healthy lifestyles well. For example, they provide freshly cooked lunches and make sure that children have fruits and vegetables each day.

### Outcomes for children are good

All children make good progress. They develop skills that help them prepare well for starting school. Older children develop good literacy and mathematical skills. For example, they learn to recognise the initial sounds in words and numbers. They eagerly pursue their own interests and make discoveries for themselves. Younger children thrive in the caring environment and are inquisitive learners. They understand requests and communicate their needs confidently.

## Setting details

<b>Unique reference number</b>	133497
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1061369
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	39
<b>Number of children on roll</b>	90
<b>Name of registered person</b>	Lord Williams's School Day Nursery
<b>Registered person unique reference number</b>	RP905291
<b>Date of previous inspection</b>	21 May 2013
<b>Telephone number</b>	01844 260231

Lord Williams's School Day Nursery registered in 1992. The nursery operates from a purpose-built building in the grounds of Lord William's Secondary School, in Thame, Oxfordshire. It is open each weekday from 8am to 5pm for 46 weeks of the year, excluding bank holidays. The nursery provides funded early education for children aged two, three and four years. There are 15 members of staff, 13 of whom work directly with the children. Of these, 10 hold an appropriate early years qualification, including one with an early years foundation degree.

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