

North Banbury Children's Centre Nursery

The Cabin, Hardwick Primary School, Ferristown, Banbury, Oxfordshire, OX16 1XE



Inspection date

8 November 2016

Previous inspection date

24 June 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

- Staff are particularly skilled at helping children who have lower starting points in communication and language to catch up quickly, including children who are learning English as an additional language. Children make good progress in their learning and development.
- Staff focus opportunities for children to gain early mathematical skills throughout the nursery. For example, they develop children's early counting well.
- The manager and staff are vigilant over children's welfare. They work closely with other professionals working with children to ensure their continued progress and well-being.
- The manager has a strong commitment to drive improvements that benefit children. For example, she has recently enhanced links with the local school to help raise children's literacy skills and to develop good levels of continuity in their care.

It is not yet outstanding because:

- On occasions, staff do not provide children with sufficient challenge to build on what they know and can do to extend their learning further.
- Staff do not consider how the daily routines and activities fail to engage all children. For example, sometimes the younger children become restless and interrupt older children's concentration and learning.

What the setting needs to do to improve further

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

- create more opportunities to challenge children's thinking to extend their learning further
- review the organisation of routines and activities to improve all children's involvement in activities.

Inspection activities

- The inspector observed children's play and staff's interaction with the children, and viewed the toys, resources and equipment.
- The inspector held discussions with the manager, staff and children, and with the headteacher and Reception teacher of the host school.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the Reception class teacher.
- The inspector sampled documentation, including safeguarding policies, staff professional development, the evaluation process and children's records.

Inspector

Victoria Weir

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager ensures staff stay up to date with their safeguarding knowledge, such as protecting children from extreme views. The manager helps staff maintain good practice. For example, she provides a thorough induction, staff meetings and monitors children's learning records. The manager encourages parents to contribute to the evaluation of the nursery and makes changes in response to their suggestions. For example, the manager has changed the collection and dropping off arrangements, which has improved children's safety and the time for staff and parents to talk about children's care and learning. The manager works well with staff to check children's achievements regularly. She organises help for any children that require additional support to ensure all children progress well.

Quality of teaching, learning and assessment is good

Staff provide a wide range of activities that often extend from children's interests to help them achieve the next steps in their learning. For example, they helped children learn words to describe positions, such as 'on' and 'under', while they played with wooden bricks, cars and sand. Staff help two-year-old children learn basic skills effectively to help with their future learning. For example, staff teach children to share and ask them simple questions to extend their thinking skills as they play with play dough. Staff plan specific activity times for older children, for example, to help them to read and write ready for school. Managers have used early years funding to further support children's language and imagination skills. For example, staff teach children to use cameras to capture their experiences and ideas, and use the photographs to prompt children's discussions.

Personal development, behaviour and welfare are good

Parents attend regular meetings with their children's key person to discuss their children's progress and plans for development. Staff support children's emotional well-being and confidence effectively. For example they help children recognise and celebrate each other's achievements, such as when sharing toys. Staff create many opportunities for children to learn about keeping themselves safe and the importance of healthy lifestyles. For example, staff teach children to minimise risks, such as how to use equipment correctly, and they encourage them to take part in energetic outdoor play daily.

Outcomes for children are good

All children, including those children who require additional support, make good progress from their starting points. Older children gain a good range of skills that prepares them for school. For example, they practise drawing and counting as part of daily activities, and recognise numbers and letters around the environment. All children behave well. They learn to follow simple instructions and to listen to adults and each other.

Setting details

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|--|---|
| Unique reference number | EY454405 |
| Local authority | Oxfordshire |
| Inspection number | 1063088 |
| 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 | 2 - 4 |
| Total number of places | 20 |
| Number of children on roll | 38 |
| Name of registered person | North Banbury Children's Centre |
| Registered person unique reference number | RP532026 |
| Date of previous inspection | 24 June 2013 |
| Telephone number | 01295 271841 |

North Banbury Children's Centre Nursery registered in 2013. It operates from a room inside the children's centre on the site of Hardwick School, in the Hardwick area of Banbury, Oxfordshire. The nursery opens each weekday, with sessions from 9am to midday and from midday to 3pm, during term times only. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery employs five staff. The manager holds a foundation degree in early years, and three staff hold appropriate early years qualifications.

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