

Inspection date

12 December 2016

Previous inspection date

28 July 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is variable. Some staff's teaching does not help children engage consistently in their learning to enable them to make further progress. Not all children make consistently good progress from their starting points to help them become sufficiently ready for their future learning.
- Staff do not ensure that they consistently implement effective healthy practices including helping children to recognise and respond to their own hygiene needs.
- Self-evaluation processes are not used effectively to identify and target all weaknesses in the provision.

It has the following strengths

- Partnerships with parents and other settings children attend are positive. Staff are careful to maintain confidentiality of information, as well as sharing important information with those involved with children's care and learning.
- Children are beginning to develop their awareness of people's similarities and differences. For instance, they learn greetings in different languages and use these if they wish when answering the register. Children see words and pictures displayed that reflect the wider world.
- The management team implements robust recruitment procedures. It carries out the required checks for new staff and regularly reviews all staff's ongoing suitability to work with children.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- | | |
|--|------------|
| ■ improve staff's teaching skills to ensure that all children receive the support they need to make good progress in their learning and development | 12/02/2017 |
| ■ review hygiene routines to ensure necessary steps are taken to prevent the spread of infection, with particular regard to children's personal hygiene. | 12/02/2017 |

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

- develop the self-evaluation process to clearly identify all areas for development, to improve the quality of provision for children.

Inspection activities

- The inspectors observed activities and learning experiences available to children.
- The inspectors observed interactions between children and staff.
- The inspectors asked staff questions about their work and observed practice with the registered provider.
- The inspectors spoke to some parents about their views and opinions of the provision and considered these.
- The inspectors sampled documentation.

Inspector

Tracy Bartholomew

Inspection findings

Effectiveness of the leadership and management requires improvement

The management team has a sound understanding of its responsibilities to meet requirements of the early years foundation stage. Although it has made some positive improvements to the nursery since the last inspection, some staff practice, teaching and understanding is not sufficient to meet all areas of the requirements. Safeguarding is effective. Staff have a satisfactory understanding of their responsibility to protect children's welfare. They have regular safeguarding training and know the possible signs that a child may be at risk of harm and how to report any welfare concerns. Staff involve parents effectively in their children's learning, which helps support learning at home and in the nursery. For example, parents take children's learning journals home to add their own observations of their child's achievements.

Quality of teaching, learning and assessment requires improvement

Overall, children receive a positive experience at the nursery. The management's monitoring and tracking of individuals and groups of children show that children are making progress that is at least typical for their age. However, some staff's teaching does not help children to make the best possible progress. Some staff do not support children's communication and language development effectively; for example, children are not given sufficient time to think or respond to questions staff ask. Staff plan a range of activities. However, at times, these do not appeal sufficiently to children. For example, a writing activity did not fully engage or interest many children. Babies enjoy a calm environment where they explore and investigate with interest. Overall, staff provide some effective support to children who speak other languages.

Personal development, behaviour and welfare require improvement

Children's health and well-being are compromised in some rooms as staff do not teach or help children to follow simple hygiene routines. For example, some children play and eat while mucus is dripping from their noses. Despite this, children are happy and behave well. Staff help children to know what behaviour is expected of them and celebrate achievements well, increasing children's self-esteem. Staff aid children's understanding about how to keep themselves safe. For example, they remind children how to use play equipment outside and tools, such as scissors, safely.

Outcomes for children require improvement

Children develop some positive skills needed for their next stages of learning. For example, older children participate in group times which aid their basic mathematical skills. Younger children develop their physical development well. For example, as they play with flour and explore using climbing equipment. Children develop some independence skills, for example they choose toys and equipment and help to tidy up.

Setting details

Unique reference number	EY364740
Local authority	Oxfordshire
Inspection number	1060834
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	92
Number of children on roll	152
Name of registered person	Annabelle's Day Nursery Limited
Registered person unique reference number	RP512970
Date of previous inspection	28 July 2016
Telephone number	07971 804 165

Annabelle's was registered in 2007. It is a privately run nursery that operates from a converted detached house in Great Coxwell, near Farringdon in Oxfordshire. The provider also operates two other local settings. The nursery is open each weekday from 7am until 6pm throughout the year, with the exception of bank holidays. The nursery provides a drop-off and collection service for children attending schools and pre-schools in the local area and surrounding villages. Holiday care is also offered for school-aged children. The nursery provides funded early education for children age two, three and four years. A team of 28 staff work with the children. Of these, 23 hold a recognised childcare qualification.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

