

Annabelle's

Willow Dene, Great Coxwell Road, Great Coxwell, FARINGDON, Oxfordshire, SN7 7LU



Inspection date

Previous inspection date

20 June 2017

12 December 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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, who is also the owner, and staff know all children very well. They provide a wide range of learning experiences. They engage all children and motivate them to learn. Children make good progress from their initial starting points.
- The manager and staff are good role models for children. They build children's confidence as they settle. For example, they make good use of praise and explain boundaries. Children play cooperatively together, know to take turns and show respect for each other.
- Partnerships with parents are good. Parents receive regular feedback about their children's progress and how to guide and extend learning at home. Parents are unanimous in their praise for the staff team. They comment that they are very happy with the care and learning that their children receive.
- The manager and staff have worked hard since the last inspection, positively addressing all actions and recommendations raised. They know the setting's current strengths and weaknesses, and implement effective improvement plans to help continually raise standards and children's outcomes.

It is not yet outstanding because:

- At times, some staff do not recognise when to extend children's early interest in mathematical language and concepts.
- Sometimes, children become restless while they wait to go outside and engage in meaningful learning experiences.

What the setting needs to do to improve further

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

- develop staff's knowledge and understanding of how to extend children's early interest in mathematical language and concepts
- reduce the time children have to wait before they can move between activities, particularly for those who prefer to learn outdoors.

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector checked a sample of documentation, including attendance records, accident, risk and incident records, staff suitability checks, and the self-assessment information. She also looked at staff's observation, assessment and planning records for children, and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection, and held meetings with the manager.
- The inspector completed a joint observation with the manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

Inspector

Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff keep abreast of changes in child protection legislation. They clearly understand the procedures to follow should they have concerns about a child's welfare. The manager follows rigorous recruitment and induction procedures to help ensure the ongoing suitability of all staff. The manager monitors and tracks the progress of all children. Staff quickly identify any gaps in children's learning and put in place helpful interventions. The manager supports the staff well to understand their roles. For example, they have regular one-to-one sessions, team meetings and annual appraisals to help them evaluate the impact of their teaching. The manager and staff are keen to further their professional skills and knowledge. For example, since the last inspection, targeted training has helped staff gain a deeper understanding of how children learn and develop. The manager and staff work closely with other professionals, to help ensure continuity in children's care and learning.

Quality of teaching, learning and assessment is good

Staff have a good understanding of the age group they are working with. For example, they observe and assess children's development and, overall, plan challenging experiences that support each child's next steps in their learning. Staff support children's communication and language skills well. For example, they speak clearly to younger children, ask older children questions about their play, and introduce new words, such as 'cocoon' and 'chrysalis'. Staff encourage children to be imaginative. For example, older children go shopping and dig for treasure, while younger children enjoy talking on the toy phone. Staff support children to test out their early design skills. For example, children build surfboards with wood and experiment with sound using magnets. Children have many opportunities to develop their creative skills, such as using paint, sand and gel.

Personal development, behaviour and welfare are good

Children settle quickly. They build caring emotional relationships with their key person and are happy and confident as they play. Staff use mealtimes to teach children about healthy eating. They encourage children to become as independent as possible and to develop a good understanding of safety. For example, children know to negotiate the stairs safely and use tissues independently. Children develop a positive awareness of similarities and differences and celebrate a wide range of cultural festivals, such as Diwali.

Outcomes for children are good

All children gain key skills for the next stage in their learning and the eventual move on to school. Children are sociable and become increasingly independent. They are developing good early literacy skills. Older children write their own names and recognise the letters in the alphabet. Younger children sit happily with staff and enjoy listening to stories.

Setting details

Unique reference number	EY364740
Local authority	Oxfordshire
Inspection number	1080507
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	1 - 4
Total number of places	90
Number of children on roll	197
Name of registered person	Annabelle's Day Nursery Limited
Registered person unique reference number	RP512970
Date of previous inspection	12 December 2016
Telephone number	07971 804 165

Annabelle's registered in 2007 and operates in Great Coxwell, near Farringdon, in Oxfordshire. The nursery is open each weekday from 7am until 6pm throughout the year, with the exception of bank holidays. A team of 28 staff works directly with the children. Of these, 23 hold a recognised childcare qualification between level 2 and level 5. The nursery receives funding to provide free early education for children aged three and four years.

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