

# Adderbury Day Nursery

The Hub, Twyford Mill, Oxford Road, Adderbury, BANBURY, Oxfordshire, OX17 3SX



## Inspection date

14 February 2018

Previous inspection date

27 January 2014

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

- The management team regularly seeks the views of other professionals, such as the local authority advisers, including those who support children who have special educational needs (SEN) and/or disabilities. There are strong links with the local pre-schools and schools. This helps the management team to reflect on its practice and to make sure children's individual needs are consistently met.
- The management team regularly observes and evaluates staff's teaching practice. It also provides individual meetings with staff where they can discuss any concerns and their development opportunities. Teaching is effective and children make good progress.
- Staff build effective relationships with children. For example, they consistently give children smiles, join in with their play and rejoice in children's individual achievements. This helps children to feel relaxed and safe and to engage in new experiences.
- Staff place a strong emphasis on promoting imaginative play. They provide children with plenty of resources to inspire their imagination. For example, during role play children play with real lemons, carrots, onions and parsnips. Staff join in with the pirate-themed imaginary play. They wear bandanas and model how to use cardboard tubes as telescopes to look for the pretend treasure.

### It is not yet outstanding because:

- The management team does not fully explore how the early years pupil premium funding can be best used so that children make the best possible progress.
- The management team does not monitor the effectiveness of the range of methods that encourages parents' involvement in their children's care and learning.

## What the setting needs to do to improve further

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

- analyse further how to best use the early years pupil premium funding and assess the impact it has on the outcomes for children so that all children's learning is promoted to the highest possible level
- monitor the effectiveness of the methods of information sharing, to help to ensure all parents are fully involved in their children's care and learning.

### 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 evaluated staff's assessment of children's progress and how they plan for children's next steps in their learning.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents and children spoken to on the day and from information included in the nursery's own parent survey.

### Inspector

Linda Yates

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge of the possible signs of abuse and neglect. They know what to do should they have a concern about a child in their care. The management team ensures that there are good routines to maintain hygiene at all times. It ensures the security of the premises is well organised so that children are kept safe. The management team regularly checks individual and groups of children's progress across all areas of their learning. Any gaps in children's learning are identified and set as a focus. One member of staff has attended training on how to provide an educational approach to play and learning in a woodland environment. She provides children with exciting regular hands-on outdoor learning, where they explore nature and use a wide range of tools.

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

Staff understand and use a wide range of effective teaching strategies. Staff in the pre-school room make sure that group time provides children with regular opportunities to develop their literacy skills. During such activities, they help children to recognise the initial sounds in words and to link sounds to the letters displayed on the wall. Staff in the pre-school room use effective strategies that help children to sit still at group time with opportunities to stand up and stretch when needed. For example, they encourage children to pretend to be seeds that grow, stand up tall and then go back to a seed again. They also motivate children to learn by building on children's interests. For example, children are fascinated with superheroes and their special powers, so pre-school staff praise children by using a whooshing action towards them. Children react instantly and pretend to be blown backwards. Staff provide children with exploratory experiences that encourage a multi-sensory approach to learning. For example, babies investigate the yellow shaving foam and toddlers explore the small-world animals frozen in ice. Staff encourage children to talk and express themselves throughout the day.

### Personal development, behaviour and welfare are good

Staff provide children with a nutritious and well-balanced diet. Children have daily sessions when they can watch, play and communicate with children across all ages in the nursery. Older children show compassion and empathy towards the babies, and toddlers listen intently to pre-school children. The outdoor environment offers children good opportunities to climb and balance and to take manageable risks in their play.

### Outcomes for children are good

All children make good progress and develop the skills they need in readiness for school. Children are continually involved and focused in their play. Babies sit on the floor and explore the real guitar, banging and moving it around. Toddlers enjoy singing a range of nursery rhymes. They are beginning to remember the actions to the songs and laugh as they join in with staff. Children in the pre-school room are engrossed as they poke, squash and flatten the dough as they shape their creations. Children are self-assured, happy and seek out others to share experiences.

## Setting details

<b>Unique reference number</b>	EY464266
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1069409
<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>	54
<b>Number of children on roll</b>	102
<b>Name of registered person</b>	Adderbury Day Nursery Limited
<b>Registered person unique reference number</b>	RP903434
<b>Date of previous inspection</b>	27 January 2014
<b>Telephone number</b>	01295 810 116

Adderbury Day Nursery registered in 2013 and is managed by a private limited company. The nursery employs 21 members of childcare staff. Of these, two hold qualified teacher status and one holds an appropriate early years qualification at level 5. A further 16 hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 2. The nursery opens from Monday to Friday, for 50 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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