

Pippins Day Nursery and Nursery School

Nuffield Orthopaedic Centre, Old Road, Headington, Oxford, Oxfordshire, OX3 7LD



Inspection date

28 February 2018

Previous inspection date

5 January 2015

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

- Children and babies are settled and happy in this warm and welcoming nursery. Staff are kind, caring and encouraging. Children develop good relationships with staff and each other and behave well.
- Children make good progress and develop the skills they need for their future learning. Staff successfully assess each child's understanding and progress to help enable them to meet children's individual learning needs.
- Children, including those who are learning to talk, develop their communication and language skills well. Those at an early stage of learning to speak English as an additional language are well supported and catch up quickly.
- Partnerships with parents, other providers and professionals are good. Children benefit from the shared approach to their care and learning needs. Staff use these partnerships well to improve outcomes for children.
- Managers have a clear vision for the nursery and evaluate practice routinely. They use feedback from parents, staff and children to identify areas for improvement.

It is not yet outstanding because:

- Staff do not always ensure factual books are readily accessible for children to extend their interest in finding information.
- Staff do not always consider the opportunities that arise from older children's spontaneous play to deepen their thinking and problem-solving skills.

What the setting needs to do to improve further

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

- increase opportunities for children to readily access factual books, to develop their interest in using books to find information
- support staff in recognising the potential arising from older children's play so they can deepen their thinking and problem-solving skills.

Inspection activities

- The inspector observed activities and staff interactions with children, both indoors and outdoors.
- The inspector held meetings with the provider, area manager and manager, and talked with staff and children at appropriate times.
- The inspector completed a joint observation and discussed the impact on children's learning with the manager.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures and written policies and procedures.
- The inspector took account of the views of parents from their written evaluations.

Inspector

Eileen Chadwick

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a thorough understanding of safeguarding issues and work effectively to promote children's welfare. Managers implement robust vetting and recruitment alongside systems for checking the continued suitability of staff. Daily checks on the well-organised environment identify and minimise possible hazards to keep children safe. Staff are well qualified and receive good support from the management team to strengthen their teaching skills. Managers' systems for monitoring and coaching staff have led to good teaching for children of different ages. For example, training for staff in mathematics has had a positive impact on children's learning.

Quality of teaching, learning and assessment is good

Skilled staff provide a broad range of stimulating activities for children of all ages. Babies have a well-equipped space to practise crawling or walking. Staff promote children's emerging language and communication skills well. For instance, they repeat words when babies babble and begin to talk as they bang shiny, noisy objects. Staff encourage children to explore and to try new things. For example, toddlers excitedly used spoons and scoops to explore different materials in different sensory trays. The rich environment encourages children to be creative. For example, older children delight in staff's participation as they play out a story imaginatively together at a pretend castle.

Personal development, behaviour and welfare are good

Staff are well deployed and very attentive to the care needs of babies and children. Staff play alongside children, teaching them sensitively to share and take turns. Children are kind and behave well. They steadily learn to manage their personal care tasks and develop a good understanding of hygiene and levels of independence. For example, pre-school children use large models of teeth to practise brushing their teeth correctly. Children learn about healthy eating choices. For example, meals are varied, home cooked and nutritious. Children of all ages enjoy a very well-resourced outside area. They have plenty of opportunities to play outdoors and to be physically active.

Outcomes for children are good

Children are well prepared for the next stage in their learning, including school. They become confident and active learners. Children develop their speaking, listening and understanding skills well. For example, two-year-old children remember different actions as they share nursery rhymes and stories with staff. Children of all ages enjoy story books and use different media to make marks. They learn to count and recognise numbers effectively. For example, older children recognise numerals up to ten and make the right number of dough balls to match to different numbers. They sing action songs with young children to help them link words to actions.

Setting details

Unique reference number	135004
Local authority	Oxfordshire
Inspection number	1085751
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 - 4
Total number of places	49
Number of children on roll	69
Name of registered person	Aurora Childcare Partnership
Registered person unique reference number	RP524488
Date of previous inspection	5 January 2015
Telephone number	01865 227872

Pippins Day Nursery and Nursery School registered in 2000. It is one of two nurseries run by Aurora Childcare. Most children attending have parents working on the hospital site. The nursery is open every weekday, from 7.15am to 6.30pm, except for bank holidays. It is in receipt of funding for the provision of free early education to children aged two, three and four. There are 13 members of staff working with children, the majority of whom hold relevant early years qualifications, including three staff who hold qualified teacher status.

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