

Wolfson College Day Nursery

Linton Road, Oxford, Oxfordshire, OX2 6UD



Inspection date	15 May 2018
Previous inspection date	23 June 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Leaders and managers do not ensure that staff have a sufficient understanding of some aspects of safeguarding and they fail to protect children appropriately. These weaknesses are also a breach of the Childcare Register.
- Leaders and managers do not monitor staff well enough to ensure they assess progress accurately and deliver effective learning opportunities for older children. Some children are not well prepared for school and do not make sufficient progress.
- New staff do not receive an effective induction to prepare them successfully for their roles and responsibilities.
- Leaders and managers do not establish suitable partnerships with external agencies to provide better support for parents and staff when children do not meet expected levels of development.
- Although some parents feel well supported by the nursery, others do not, and there is a lack of focus on guiding parents to encourage children's learning at home.
- Leaders and managers do not identify weaknesses sufficiently well, including those that lead to breaches of legal requirements, and practice is currently inadequate. Nevertheless, the college body shows capacity to improve and implement change.

It has the following strengths

- Children across the nursery acquire positive social skills, demonstrate appropriate behaviour and cooperate with routines.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ ensure that staff follow robust safeguarding procedures to help protect children and keep them safe, particularly in relation to nappy changing and monitoring children's absences 	15/06/2018
<ul style="list-style-type: none"> ■ ensure that staff have a suitable understanding of the 'Prevent' duty guidance to help them identify and respond to any concerns about children who may be at risk of harm from extreme views and behaviour 	15/06/2018
<ul style="list-style-type: none"> ■ implement effective procedures to monitor, supervise and support staff to improve the quality of teaching, assessment and planning, particularly for older children, to provide suitably challenging and successful learning experiences for every child, including the most able and those whose achievement is below expected levels 	15/07/2018
<ul style="list-style-type: none"> ■ develop effective induction procedures for all new staff to prepare them successfully for their roles and responsibilities. 	15/07/2018

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

- implement successful partnership working with external agencies to support children, families and staff effectively where children require additional help in their learning and development
- develop more consistent and effective partnership working with parents to guide them to support their children's learning and development at home
- establish effective self-evaluation processes to identify and address weaknesses in practice to improve outcomes for children.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector completed a joint observation with the deputy manager.
- The inspector talked to the deputy manager, college bursars, staff, key persons, parents and children at appropriate points during the inspection.
- The inspector looked at children's assessment records, planning documentation, and evidence of staff suitability and qualifications.

Inspector

Gillian Little

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. Staff do not receive sufficient support to protect children who may be at risk of harm from extreme views and behaviours. They do not follow up children's unexplained absences appropriately, and not all staff ensure children's privacy and dignity during nappy changing. Leaders and managers do not induct, monitor and support the appropriately qualified staff team well enough to achieve good outcomes for all children. The quality of teaching is variable and does not sufficiently challenge older children. Links with parents and other professionals are not strong enough to meet all children's individual needs.

Quality of teaching, learning and assessment is inadequate

Staff do not use their assessment procedures well enough to meet the learning needs of older children. They focus too much on ticking assessment boxes rather than planning activities and experiences that truly reflect children's individual learning styles and capabilities. Staff do not receive sufficient support to provide effective intervention where children are not making expected progress. There are some strengths in the quality of teaching for the younger age group. For example, staff lead enthusiastic singing sessions that support children's communication and language skills well, including those who speak English as an additional language. However, self-evaluation is not fully effective and leaders, managers and staff have not met recommendations successfully from previous inspections. For example, they have been slow to take action to improve the quality of activities for children who learn best outdoors.

Personal development, behaviour and welfare are inadequate

Breaches in safeguarding requirements have a negative impact on children's safety and well-being. Nevertheless, staff supervise children closely and follow suitable risk assessments to help prevent accidents and injury. The learning environment offers little challenge to the older and most-able children, although they do generally enjoy their play alongside their friends, and they behave well. Staff develop positive relationships with children, who are mostly happy and settled in the nursery. They help children to respect each other and to learn about people who are different from themselves, for example, as they learn about different cultural festivals.

Outcomes for children are inadequate

Outcomes for children are not good enough. Some children, who enter the nursery with levels of development lower than those of other children, progress too slowly and do not develop some of the key skills they need for school. The older and most-able children have few opportunities to engage in challenging, high-quality learning experiences. Although they may achieve expected levels of development, they are not able to reach their full potential and build effectively on their previous learning. Younger children generally progress well in their personal, physical and language development.

Setting details

Unique reference number	134014
Local authority	Oxfordshire
Inspection number	1068487
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	30
Number of children on roll	28
Name of registered person	Wolfson College
Registered person unique reference number	RP518098
Date of previous inspection	23 June 2014
Telephone number	01865 274074

Wolfson College Day Nursery registered in 1992 and is run by the governing body of the college. It is located to the north of Oxford city centre. The nursery serves the local area but gives priority to children of students and staff of the college. The nursery is open on weekdays from 8.30am until 5.30pm for 49 weeks of the year. It receives funding for the provision of free early education for children aged three and four years. The nursery employs 10 staff. Of these, two hold qualified teacher status and six hold relevant qualifications at levels 2, 3 or 8.

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