

# Wolfson College Day Nursery

Linton Road, Oxford, Oxfordshire OX2 6UD



<b>Inspection date</b>	26 October 2018
Previous inspection date	15 May 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of 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

### The provision is good

- Leaders and managers have made effective improvements since the last inspection. A strong focus has been placed on improving staff knowledge and understanding of safeguarding. Managers regularly monitor staff practice and the implementation of safeguarding procedures. This has improved the safety and care of the children.
- The newly formed staff team work effectively together. They monitor all children's progress carefully to ensure any gaps between different groups close quickly.
- Leaders and managers identify the strengths of the nursery and areas for further development accurately. They demonstrate a clear ability to make sustained improvements that lead to better outcomes for all children.
- Staff recruitment and induction processes are robust and ensure the suitability of all individuals who are working directly with children, including on an ongoing basis.
- Partnerships with parents and professionals are good. Information about children is shared in a range of ways. This contributes strongly to meeting children's needs and ensuring consistency in their care and learning.

### It is not yet outstanding because:

- Sometimes, the planned next steps in children's learning are too broad. This means staff are not able to plan precisely enough to ensure children make even better progress.
- The monitoring of staff performance is not fully effective to identify clearly how individual staff members can raise the quality of their teaching to the highest level.

## What the setting needs to do to improve further

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

- plan even more precisely for children's learning to make sure their identified next steps are more specific and achievable so that they make even better progress
- build on existing staff monitoring systems to focus more precisely on helping them to raise the quality of teaching to a higher level.

### Inspection activities

- The inspector had a tour of the premises and observed children engaged in a variety of learning experiences indoors and outdoors.
- The inspector completed a joint observation with the acting manager.
- The inspector had discussions with the acting manager, college bursars, staff, parents and children at appropriate times during the inspection.
- The inspector took account of children's and parents' views through verbal and written testimonials.
- The inspector viewed children's assessment records, planning documentation and evidence of staff suitability and qualifications.

### Inspector

Amanda Perkin

## Inspection findings

### Effectiveness of leadership and management is good

Leaders, managers and staff have a clear understanding of their roles and responsibilities to safeguard children's welfare. They have made positive changes to keep children safe, particularly focusing on nappy changing and implementing robust systems to record and monitor children's absences. Safeguarding is effective. Staff have undertaken recent training and can demonstrate 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. Staff are well informed and understand how to recognise possible signs and symptoms of abuse. Leaders and managers observe staff effectively and offer them specific feedback to help them strengthen their skills. Staff attend extra training to develop their practice.

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

Staff work closely with parents to find out about children's levels of development on entry and to share relevant information about their progress. They make regular observations and assessments of children's learning and provide a broad range of stimulating activities, which motivates their play. Staff support children's language development effectively, including those who speak English as an additional language. For example, staff model language well and use picture cards to teach children about routine activities.

### Personal development, behaviour and welfare are good

Children are happy and they confidently enter the nursery. Staff gather good information from parents so that they understand children's individual needs and care routines. All children enjoy playing outdoors. Children have access to the newly developed garden areas. Each are well resourced and regular access to these areas have a positive impact on children's health and well-being. Children regularly explore the extensive grounds of the college and benefit from learning about their local community. Children are independent and staff offer good support to promote their social skills. For example, pre-school children take responsibility and select their cutlery and scrape their plates at lunchtime. Staff talk to children about the benefits of healthy eating and good hygiene procedures.

### Outcomes for children are good

Older children acquire skills they need to continue their successful learning at school. They learn to follow behavioural expectations, such as when sitting together as a whole group to take part in activities. Young children enthusiastically join in with favourite nursery rhymes, and they sing and copy actions to some songs. Toddlers develop skills in readiness for writing, such as painting. They use tools, such as brushes and sponges to help strengthen their small-muscle movements.

## Setting details

<b>Unique reference number</b>	134014
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10079753
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	31
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Wolfson College
<b>Registered person unique reference number</b>	RP518098
<b>Date of previous inspection</b>	15 May 2018
<b>Telephone number</b>	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 years. The nursery employs eight staff. Of these, one holds qualified teacher status and seven hold relevant qualifications at levels 2, 3 or 6.

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