

Bright Horizons Oxford Waterways Day Nursery and Preschool

45 Clear Water Place, Oxford OX2 7NL



Inspection date	15 April 2019
Previous inspection date	7 October 2015

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

- Children's welfare is significantly compromised. Not all staff have a secure knowledge and understanding of what signs might indicate any safeguarding concerns, to keep children safe.
- The support staff receive in their roles is insufficient. Leaders fail to monitor practice effectively and do not provide adequate training, coaching or support to help all staff to develop their skills.
- The quality of teaching is weak and learning is incidental. Staff do not use what they know about children to provide learning experiences that are sufficiently challenging and interesting, and which motivate children to learn. Children do not make the progress of which they are capable.
- Children in the pre-school room do not receive the support they need to help them behave well. Staff do not help children learn acceptable behaviour and how to manage their emotions or respect other's feelings.
- Leaders do not use self-evaluation to identify weaknesses and prioritise areas for improvement.

It has the following strengths

- Young children develop strong and nurturing relationships with the kind staff, who support their emotional well-being effectively.

What the setting needs to do to improve further

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

	Due date
ensure that all staff gain a secure understanding of the safeguarding policy and procedures, including the 'Prevent duty guidance for England and Wales 2015', indicators of female genital mutilation and how to escalate a concern to the relevant children's services	18/06/2019
implement effective arrangements for the supervision of staff, and support staff to raise the quality of teaching to a consistently good level	18/06/2019
plan and deliver consistently stimulating learning experiences for all children to help them make good progress	18/06/2019
improve behaviour management strategies and provide children with clear messages about acceptable behaviour, to contribute to a positive learning environment.	18/06/2019

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

- develop the self-evaluation process so that weaknesses in practice are identified and acted upon, to develop staff's performance and improve the quality of teaching.

Inspection activities

- The inspectors observed children's play during indoor and outdoor activities.
- The inspectors discussed children's progress with staff. They looked at a sample of documentation, including staff's suitability checks and accident and incident records.
- The inspectors spoke with the staff, children and parents at appropriate times during the inspection.
- The inspectors held a meeting with the leadership team.
- An inspector conducted a joint observation of an activity in one of the rooms.

Inspectors

Amanda Perkin

Sarah Holley

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. Staff's safeguarding knowledge is variable, which means not all staff are able to recognise and respond to some signs that a child is at risk of harm. Staff fail to use what they have learned on recent training. For example, despite attending training, not all staff are able to exhibit knowledge of safeguarding, such as the 'Prevent' duty guidance and indicators of female genital mutilation. While staff know how to escalate a concern internally, not all staff know how to report a concern outside of the setting. This compromises children's safety and welfare. Nonetheless, staff minimise risks in the setting and supervise children closely. The premises are safe and secure. Staff receive insufficient supervision and support to improve their teaching skills. Leaders fail to monitor practice effectively and do not provide adequate training, coaching and support to help all staff to develop their skills. They do not ensure that all staff receive ongoing support for their professional development, to develop the knowledge and skills to promote children's learning and development effectively. Staff do not know how to reflect on what they do to improve outcomes for children. The lack of effective leadership and management for staff means that sessions are not adequately planned and fail to meet all the needs of the children attending. Recruitment and vetting procedures are sound and ensure all staff are suitable to work alongside children. However, self-evaluation is weak and does not help leaders to identify the weaknesses in practice, and the quality of the provision has declined.

Quality of teaching, learning and assessment is inadequate

Teaching is not sufficiently matched to children's needs. Staff do not use their knowledge to ensure children make consistently good progress. For example, staff's knowledge of the learning and development requirements is weak, with some staff unable to identify the different areas of learning or demonstrate their knowledge of the curriculum. Children make insufficient progress in their learning due to weak teaching methods and poor planning. For example, group activities are poorly organised and do not take account of children's individual needs and interests. A threading activity in one of the toddler rooms is poorly planned and children quickly become bored and disengaged. Staff do not consistently ask effective questions to engage children or take the time to listen to their responses. Quieter children are frequently ignored and left to their own solitary play, or seek out visitors to play with them. The lack of time spent interacting and teaching children has a negative impact on their developmental progression. Staff monitor children's progress but do not plan effectively to close gaps in their learning. Parents speak positively about the nursery and receive regular updates of their children's progress. Children who speak English as an additional language are supported well to make good progress, given their capabilities.

Personal development, behaviour and welfare are inadequate

The weaknesses in staff's safeguarding knowledge mean that children's welfare cannot be assured fully. The weaknesses in teaching have an impact on children's behaviour, as children become bored and engage in attention-seeking behaviour as they are not always stimulated. Despite leaders recognising that children's behaviour is not good and introducing training for staff, staff do not manage children's behaviour consistently, so

that they learn how to behave around others. Staff are not good role models to children. They do not show children how to manage their feelings positively, including giving them clear and appropriate messages about their behaviour. For example, during a poorly planned letters and sounds session, pre-school children are seen lying on the carpet, picking up toys and books, and then quickly discarding them. Staff do not engage children well, which again leads to disruptive behaviour. Despite this, staff reward children with stickers. Children have daily opportunities for outdoor play in the nursery. This helps to promote their physical skills. However, learning outside is not purposefully planned and does not take account of children's individual needs and interests. Staff meet children's additional dietary needs well and children enjoy a wide range of healthy meal options.

Outcomes for children are inadequate

Not all children make adequate progress. Children are not consistently motivated to learn and are not encouraged to extend their learning in a meaningful way. The poor quality of teaching results in gaps in the key skills that older children need for a successful move to school, such as how to behave and listen in group work. Children are not well prepared for their future learning and do not find out that learning can be enjoyable and exciting. Children learn some independence skills, such as how to put their coats on and to self-serve their lunch. Available resources such as chalks, crayons and felt-tip pens enable children to draw and practise their early writing skills.

Setting details

Unique reference number	EY347496
Local authority	Oxfordshire
Inspection number	10065464
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	100
Number of children on roll	125
Name of registered person	Kidsunlimited Limited
Registered person unique reference number	RP900864
Date of previous inspection	7 October 2015
Telephone number	01865 310433

Bright Horizons Oxford Waterways Day Nursery and Preschool is one of a large national chain of nurseries owned by Bright Horizons Family Solutions. It registered in 2007 and is situated in the northern area of Oxford. It opens on weekdays from 7.30am to 6pm throughout the year, except for bank holidays. The provider is in receipt of funding for the provision of free early education for children aged two, three and four years. The provider employs 38 staff, 13 of whom hold relevant qualifications at level 3 or above.

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