

Willow Cottage Nursery (Farmoor)

Willow Cottage Nursery, Oxleys Farm, Cumnor Road, Farmoor, OXFORD
OX2 9NS



Inspection date	22 August 2019
Previous inspection date	10 December 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

This provision is good

- Children show consistently good levels of well-being. They show that they thoroughly enjoy their time at nursery. They approach their play and learning confidently and happily.
- There are warm attachments between children and the staff who look after them. This is especially evident with babies and very young children. For example, babies who have recently started nursery respond very well to the cuddles and smiles offered by kind and reassuring staff. This good practice helps children feel safe and secure.
- Partnerships with parents are strong. For example, staff provide parents with lots of suggestions about how they can help children prepare for the move to school. Staff and parents work well together to make sure that children have the independence skills they will need in this new environment.
- The manager and staff continue to review the provision in order to make ongoing improvements. For example, they have improved the learning environment for older children so that it is even more inviting. Staff use resources to good effect, indoors and outdoors, to inspire children to play purposefully and to take part in a wide range of learning experiences.
- Children make good progress and the overall quality of teaching is good. Staff are especially effective at supporting children's social, communication and creative development. Children show especially strong skills in these areas. On occasions, staff miss opportunities to build further on children's existing mathematical knowledge.
- The newly appointed manager is developing further systems for monitoring the quality of teaching and providing staff with feedback on their performance. However, these systems are not yet fully effective in supporting staff to 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:

- continue to embed systems for monitoring staff performance even more precisely in order to offer even more-targeted support to staff to help build further on their already good teaching skills
- make more-consistent use of opportunities to extend children's understanding of numbers, shapes and sizes, to build further on their developing mathematical skills.

Inspection activities

- The inspector observed staff and children and evaluated the quality of teaching and learning.
- The inspector carried out a joint observation with a senior member of staff.
- The inspector took account of the views of parents and children.
- The inspector spoke with staff about their understanding of safeguarding and child protection.
- The inspector looked at documentation, including children's records and staff qualifications.

Inspector
Sarah Holley

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff demonstrate a thorough understanding of how to recognise and respond to any concerns about a child's welfare in order to keep children safe. Staff supervise children closely. The manager and other senior staff monitor children's progress closely to quickly identify and help to close any gaps in children's learning. When staff identify that children may need extra help, they work effectively with other professionals in order to meet these children's individual needs. Staff attend training to extend their knowledge further, such as to develop further strategies to support children's understanding of acceptable behaviour.

Quality of teaching, learning and assessment is good

Staff make regular assessments about children's learning and identify what each child needs to learn next. They then plan learning experiences that support children's next steps in learning well. Staff help babies and very young children to develop important skills for their future learning. For example, staff model simple words to develop these children's communication skills. Staff skilfully develop these children's physical skills. For example, staff encourage these children to pull themselves to standing and to stretch to reach favourite toys. Babies have lots of room to crawl and cruise around low-level furniture. Staff plan so that older children can both learn independently and also take part in more-structured learning experiences. For example, children use their imagination as they make pretend cakes with mud and water. They also learn how ingredients change when mixed together, such as by making real cakes with staff.

Personal development, behaviour and welfare are good

Staff pay close attention to children's emotional and physical well-being. Staff are very adaptable when meeting babies' care needs. For example, staff are flexible about sleep times so that they can provide continuity for each child in regard to routines at nursery and home. Children develop a very positive attitude towards a healthy and active lifestyle. Meals are planned to introduce children to a wide range of healthy foods. Children eat enthusiastically. Staff teach babies how to hold spoons and begin to feed themselves. Older children handle delicate crockery with care and confidently use knives and forks. All children have access to lots of fresh air and exercise, and show great enthusiasm for running, climbing and playing in the exciting outdoor space.

Outcomes for children are good

During their time at nursery, children develop well into curious and independent learners. They are confident to try and do things for themselves and to share their thoughts and ideas. Children learn to take care of themselves and their environment. For example, older children learn about the importance of recycling. They learn to manage their own self-care needs. They learn to behave well and to consider the needs of each other. By the time children leave nursery to start school, they have developed a range of other important skills. For example, they learn to recognise and write their names.

Setting details

Unique reference number	EY464145
Local authority	Oxfordshire
Inspection number	10108859
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	65
Number of children on roll	87
Name of registered person	Willow Cottage Nurseries Ltd
Registered person unique reference number	RP529247
Date of previous inspection	10 December 2013
Telephone number	01865 865206

Willow Cottage Nursery (Farmoor) opened at this site in 1996 and re-registered in 2013 as a private limited company. The nursery is situated at Oxley's Farm, Farmoor, on the outskirts of Oxford. It operates weekdays from 7.40am until 5.45pm for 51 weeks of the year. The provider receives funding for the provision of free early education for children aged two, three and four years. The provider employs 28 staff, 24 of whom hold relevant qualifications for their roles.

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