

Inspection of Positive Steps Shellingford

Home Farm, Church Street, Shellingford, Faringdon, Oxfordshire SN7 7QA

Inspection date: 7 October 2019

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision requires improvement

The staff team provides a welcoming atmosphere that helps children settle. Staff are kind and nurturing. Children know the daily routines well. They develop positive relationships with permanent staff and know who to go to for comfort or reassurance. However, weaknesses in leadership and management have an impact on children's daily experiences. For example, a recent high turnover of staff means that, at times, staffing arrangements are not consistent in meeting the individual needs of the children. For instance, on occasions children do not make it in time to the toilet because staff have to request a member of staff from another room for extra support.

Overall, teaching is good. Staff plan activities that are stimulating and take account of the children's interests. Children are motivated and eager to join in. Staff reflect and identify what went well and how they may adapt activities next time to improve the experiences and learning for children. Staff help to build children's confidence and self-esteem through praise and encouragement. They recognise that they do not do enough to plan for children who prefer to learn outdoors.

Managers are working hard to offer support and develop teamwork to provide appropriate care and education for the children. However, supervision arrangements are not used effectively to improve staff's knowledge of training and to enhance the quality of the provision to a higher level.

What does the early years setting do well and what does it need to do better?

- Although leaders ensure that the ratio requirements are always met, the staffing arrangements do not support children in making strong relationships with consistent staff. In addition, there are not always sufficient staff to attend to the children's personal care needs. Despite this, the staff provide a welcoming and safe nursery environment.
- Supervision procedures to support and monitor staff's practice have recently been revised. However, they are not fully effective in order to have a greater impact on the quality of constructive feedback and coaching given to staff, to develop their knowledge and skills. Despite this, staff morale is positive. Future plans are ambitious, and a clear vision is in place to help raise the quality even further.
- Staff make good use of daily discussions to inform parents about their child's day. Leaders gain the views of staff and parents in order to identify areas to improve. For example, managers are aware that they have a number of relatively new staff and that they need to develop the skills of these staff even further.
- Staff include the children's interests in the activities they plan, while making sure

that the learning focus is paramount. They use good questioning techniques to promote children's thinking and language skills. Staff use everyday routines to interact with the babies and children effectively. Children show good levels of concentration and delight as they sing and share stories together. Staff capture children's interest as they read with great expression. Older children show good understanding as they answer questions about the story and make links with their own experiences.

- Children feel secure and are learning simple rules. Staff support children's good behaviour and make their expectations clear. They offer children lots of praise and give gentle reminders to share and be kind to their friends.
- Children gain effective skills to support their future learning. For example, they are independent, choose their own play and find their belongings with confidence. They competently put on their own outdoor shoes and coats.
- Children eat nutritious and healthy meals. They enjoy being physically active in the fresh air. They manoeuvre wheeled toys, kick balls, and refine their climbing skills. Leaders aspire to make further improvements to the outdoor environment so that children who prefer to learn outdoors have greater opportunities to explore the natural world and benefit from a wider range of activities to develop their learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff fulfil their role to protect children from harm. They know what to look out for with regards to concerns about a child's welfare. The provider follows robust recruitment processes to help assure the appropriateness of adults working with children and their ongoing suitability to keep children safe. Staff are vigilant to ensure the environment is safe for children. All staff members are aware of the procedures to follow in the event that they have a concern about other staff members.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the daily experiences for all children and ensure staffing arrangements are consistent to support the children's needs and help them in making strong relationships	23/10/2019

provide all staff with effective supervision, support, coaching and training to ensure they fulfil their roles and responsibilities and understand training, particularly with regards to the 'Prevent' duty.	23/10/2019
---	------------

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

- extend opportunities for children's learning outdoors, particularly for those who prefer to learn in an outdoor environment.

Setting details

Unique reference number	EY283818
Local authority	Oxfordshire
Inspection number	10125157
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	1 to 3
Total number of places	55
Number of children on roll	32
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01367 718888
Date of previous inspection	12 September 2018

Information about this early years setting

Positive Steps Shellingford registered in 2004. It was taken over by the Busy Bees Chain in 2016. It operates from a purpose-built, single-storey building in the village of Shellingford, near Faringdon, in Oxfordshire. The nursery is open each weekday from 7.45am to 6.15pm, for 51 weeks of the year. It receives funding for the provision of free early education for children aged three and four years. There are seven members of staff working with the children. Of these, five staff members hold relevant early years qualifications at level 2 to level 6.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- The inspector observed activities in the three main base rooms and garden. She talked to staff about the progress individual children are making.
- The inspector and the field manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the manager. The inspector checked evidence of the suitability of staff working with children.
- The inspector sampled documentation, including staff's qualifications, children's records and evidence of paediatric first-aid training.
- A meeting was held between the inspector, the manager, the field manager and the regional director. The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.
- This inspection was carried out as part of a risk assessment process.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019