

Inspection of Oxford's British Orchard Nursery

36 Old London Road, Wheatley, Oxon OX33 1YW

Inspection date: 19 February 2020

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

What is it like to attend this early years setting?

The provision is good

Since the last inspection, the manager and provider have successfully worked together to address the actions set. Children now benefit from a broad, interesting and, overall, well-taught curriculum. The introduction of a designated room for children aged under two years has enabled staff to more closely match the resources and room layout to the specific needs of this age group. For example, these children now have more opportunities to develop their crawling and early walking skills.

Staff are ambitious for older children. They enhance experiences within the nursery by making good use of the local area. For instance, children enjoy trips to local shops and to a local orchard where they collect apples and cook with them back at the nursery. Staff deliver targeted teaching about letters and the sounds they represent. Overall, staff plan activities well. However, sometimes, they over complicate adult-led activities. At these times, they find it more difficult to gain the full attention of children taking part. Children show good levels of well-being. There is a happy and busy feel to the nursery. Children behave well. They cooperate with routines and show that they are learning well about sharing and turn taking. They clearly feel safe and well cared for.

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

- The provider has supported the manager effectively to develop better leadership skills. As a result, the manager has been well placed to lead her team in making improvements. Supervision meetings are now more focused and staff are regularly observed and given feedback on their performance. Staff report that they feel more confident in their role and have a better understanding of how to use their interactions to help children learn. Parents share that they can see clear improvements.
- Staff use an effective mix of questioning, demonstrating and encouraging to help children learn. For example, they set counting challenges at snack times, show babies how to turn the pages of books and encourage older children to put on their own shoes. Children listen and watch well and show they want to learn.
- There are secure attachments between children and staff. Babies enjoy plenty of cuddles. There is a consistent team of staff looking after these youngest children, which further supports babies' emotional security. Older children show the same good levels of well-being and that they too feel comfortable and confident in the company of the jolly and encouraging staff.
- Babies take part in a wide range of experiences that support well their all-round development. They explore different textures and materials. They develop their hand-to-eye coordination as they explore the different toys. Staff make good use of spontaneous opportunities to sing and read to these children, which supports

language development. However, sometimes, staff quickly lose the interest of these children during group singing and story times. Some stories are too long and younger children become distracted by other activities in the room.

- Staff have improved how they plan for older children. They establish what they want children to learn next, and want to make activities exciting. However, this can sometimes lead to the main learning focus being lost. This was illustrated when staff found it difficult to teach children about shapes because children were distracted by the toy bugs in ice blocks that staff added to the activity.
- Staff understand the importance of fresh air and exercise to children's good health. Recent changes to the layout of the nursery mean that older children can choose to spend more time outdoors. Staff encourage them to do so and provide a good range of resources that encourage them to climb and move in different ways.
- Children learn to stay safe. For example, during forest-school sessions they show that they know how to stay safe near fire and to handle a range of tools correctly.
- The manager has built a happy staff team. She shows her appreciation for staff members' hard work. Each week a member of staff is recognised as the 'employee of the week'. Staff write notes of appreciation to each other and post them on the staff notice board.

Safeguarding

The arrangements for safeguarding are effective.

The provider and manager follow robust recruitment procedures to ensure those they employ to work with children are suitable to do so. New staff undergo a thorough induction so that they understand their roles and responsibilities. The manager ensures that all staff understand the signs of potential abuse or neglect and know what to do with any concerns, in order to protect children from harm. Staff attend regular training, and safeguarding is discussed at the regular supervision and staff meetings. Staff are confident about what they would need to do if they were not happy with the steps senior leaders were going to take about any safeguarding concerns. This includes an understanding of the need to report concerns themselves to the relevant professionals.

What does the setting need to do to improve?

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

- enhance the planning of adult-led learning experiences, so that interactions can focus more precisely on the intended learning for children
- review and improve singing and story times for younger children to enhance further their developing communication and early literacy skills.

Setting details

Unique reference number	EY560537
Local authority	Oxfordshire
Inspection number	10120478
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 3
Total number of places	53
Number of children on roll	42
Name of registered person	Oxford's British Orchard Nursery Ltd
Registered person unique reference number	RP560536
Telephone number	01865 873259
Date of previous inspection	7 August 2019

Information about this early years setting

Oxford's British Orchard Nursery registered in 2018. It is located in Wheatley, Oxfordshire. The nursery opens from Monday to Friday all year round. Sessions are from 8am to 6pm. The provider employs 11 staff. Of these, one member of staff holds an appropriate qualification at level 6, five hold qualifications at level 3 and two members of staff are qualified at level 2. The provider is in receipt of funding to provide free early education to children aged three years.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- The manager and the inspector carried out a learning walk and the manager explained how the provision is organised.
- The inspector and the manager carried out a joint observation and evaluated the quality of teaching they observed.
- Parents and staff shared their views and the inspector took these into account.
- The inspector held discussions with staff to find out about their knowledge of safeguarding.
- The inspector held a meeting with the manager and deputy manager to discuss their role in monitoring the quality of the provision.

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.

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