

Inspection of Oldfield Road Nursery

34 Oldfield Road, Bath BA2 3ND

Inspection date: 15 June 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery happy and keen to play and learn in the well-planned play spaces. Babies pick mint leaves from plants, poking them through the mesh on the chicken run. They squeal excitedly as the chickens grab the tasty food treat and eat it.

Older children now get the chance to play with younger siblings as some of the restrictive measures that were in place due to the COVID-19 (coronavirus) pandemic have eased. The children show care and consideration for each other as they play hide and seek. Staff join in helping the younger children find good hiding places.

Toddlers and pre-school children use their home-made binoculars on outings. They share them with others so they can all have a turn looking for the birds they can hear. They call out eagerly as they spot the bird boxes up in the branches of the trees and notice the movement of the leaves as birds fly off. The children share a well-earned picnic in the shade of the trees, with good reminders from staff to drink their water to keep them hydrated in the hot weather.

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

- Babies use their senses as they explore the fake snow staff have made for them. Staff use signs as well as words to describe actions and textures and ask questions to extend babies' explorations. They encourage babies to find the pine cones and cover them with the fake snow, touch their noses and feel the 'stickiness' of the fake snow as they rub their hands together. Babies repeat words and follow instructions well.
- In the yurt outdoors, pre-school children use their imaginations as they create with coloured strips of clay. Children proudly show others the figures they have made, telling staff that it is a baby made with blue clay. Others call out for staff to see how they have made a rainbow. They describe the semi-circle shape and that they have used blue and yellow to make the rainbow. Staff listen and respond to individuals and ask questions, encouraging thinking and mathematics. For example, as children roll the clay into small balls, staff ask how many they have, and model counting to find the total.
- Leaders and managers support staff professional development. Staff have recently completed training on using 'sophisticated' language with children to enhance vocabulary and introduce new words. Staff have also undertaken training on how to use clay and sand play to support children's well-being. These new practices and teaching are being embedded and sometimes planning does not target effectively enough what children need to learn next.
- Children show respect and consideration for others. Older children readily share

resources and say 'please' and 'thank you' to each other and the adults. Toddlers fetch water beakers for friends and smile when staff tell them that they have been kind. Staff use positive strategies to help children manage feelings and frustrations, for example using timers so children are prepared for changes in routines. Children's behaviour is good.

- Partnerships with parents are good. Staff have adapted the way they share ideas with parents due to restrictions for COVID-19. Staff use online systems more to send photographs, reports and videos to parents with ways to help children continue learning at home. Parents comment favourably on the videos as they can see where children play and learn and that children are happy and settled.
- Key persons know children well. They recognise when children may need extra support or help and share this with parents and other professionals. Children, including those with special educational needs and/or disabilities, develop and learn new skills. Staff support children through changes and prepare them well for the move to school.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is at the heart of what all staff do. All staff know what to do in the event of a concern about the well-being of a child. In addition, leaders and managers have revised the safety protocols and policies for outings. All staff know and understand the changes, including the need to complete headcounts at regular intervals, having emergency contact details and what actions to take if a child was to go missing. Leaders and managers have sought training for staff to support children's and staff's mental health and well-being.

What does the setting need to do to improve?

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

- support staff to embed new practices and teaching effectively to ensure planning meets more securely what children need to learn next.

Setting details

Unique reference number	EY549031
Local authority	Bath and North East Somerset Council
Inspection number	10195505
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 at time of inspection	0 to 4
Total number of places	50
Number of children on roll	77
Name of registered person	Midford Road Nursery Limited
Registered person unique reference number	RP910157
Telephone number	01225 335008
Date of previous inspection	2 August 2018

Information about this early years setting

Oldfield Road Nursery registered in 2017. The nursery is situated in Bath, Somerset. It opens Monday to Friday, all year round, from 7.30am to 6.30pm. There are 23 members of staff working with the children. Of these, one has qualified teachers status, one has early years teachers status and 12 hold appropriate childcare qualifications at level 3. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Anita McKelvey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk to see how staff plan the curriculum to meet children's learning and development.
- Children talked with the inspector about what they enjoy doing at nursery.
- The inspector carried out joint observations with the manager in the pre-school and baby room to review the quality of teaching.
- Parents spoke to the inspector and shared online views about the nursery, including how staff and managers support them to help their children continue learning at home.

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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