

# Inspection of The Village Nursery, Shenington

Shenington Airfield, Rattlecombe Road, Banbury, Oxfordshire OX15 6NY

---

Inspection date:

22 November 2021

---

## **Overall effectiveness**

## **Inadequate**

---

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Good

## What is it like to attend this early years setting?

### The provision is inadequate

Children's safety is compromised. For example, at snack times, children are able to move about the nursery while eating. Staff have not identified that this presents a choking hazard. That said, at other times, staff monitor children closely. For example, they check regularly on sleeping children. Children arrive calmly to the nursery. They look to familiar staff for reassurance if they feel a little upset. Staff offer plenty of smiles and reassurance.

Children initially enjoy many of the activities on offer. For example, they use their imagination to play with toy farm animals and make pretend cups of tea. They show curiosity as they explore baskets of different resources. Outside, older children have lots of opportunities to play and run energetically. However, staff are unclear about what they want children to learn next. This hinders staff's ability to build on children's interests and deliver meaningful learning and high-quality teaching. Younger children are often carried around by staff. This limits children's opportunities to explore and practise their developing skills. Staff engage in limited conversations with children.

Children behave suitably for their age. They are polite to visitors. They show that they are keen to learn. For example, older children ask visitors how things work and ask them to join in with their play.

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

- Staff have not identified and minimised all risks, nor do they supervise children closely enough at all times. For example, children are not asked to sit down at snack time. They are free to walk about and continue playing. Staff use this time to tidy up and clean. This means that they are not aware of where children are when they are eating foods that present a choking hazard. This puts children at significant risk of harm.
- The manager, who is also the provider, has identified what she wants children to learn during their time at the nursery. However, this curriculum intent is not understood by other staff. As a result, staff do not plan activities with any precise learning in mind. Staff focus on supervising children while they play, rather than extending children's skills and knowledge.
- Children are not hearing lots of words and phrases to build on their language skills. This is because some staff do not engage in enough conversations with them or model language to describe what children are doing. When staff do ask questions, they do not phrase these in ways that invite children to use more than single words to answer. That said, the manager does model language well. For example, she explains to children what the word 'erosion' means.
- Staff often carry younger children around the nursery and garden, including at

times when children are happily playing and showing no signs of distress. At these times, staff are not helping children to develop important skills, such as learning to move in different ways or to explore independently.

- Children initially find resources appealing. However, due to weaknesses in teaching, this interest wanes over time. Some younger children then stand around and are not sure what to do. Staff often prioritise domestic tasks over helping these children to engage in meaningful play and learning.
- The manager knows that there are inconsistencies in the quality of teaching. However, she is not making good use of supervision sessions with staff to help them to improve. Staff are unaware of what they need to do to improve their performance.
- Staff meet many of the children's care needs well. They are aware of family preferences and children's routines. For example, some children sleep outside in buggies and others sleep in quiet rooms indoors. Staff follow strict hygiene routines when changing nappies or preparing food. They ensure that the premises are clean and hygienic.
- Children have regular opportunities to listen to stories and sing songs. Older children, especially, show that they enjoy these times and have favourite books and rhymes. Children are developing some understanding of how stories are structured, in preparation for developing further their literacy skills at school.
- Children are developing a positive attitude towards an active lifestyle. Older children really enjoy being in the garden. This was illustrated when they laughed and cheered as they collected leaves and threw them in the air.
- Parents are positive about the nursery. They report that their children enjoy attending. Staff have kept in regular contact during the COVID-19 pandemic and offered parents lots of suggestions for activities they could do at home with their children. However, not all parents are made aware of changes that affect their children. For example, when children are allocated a new key person. This illustrates that these partnerships are not fully effective.

## Safeguarding

The arrangements for safeguarding are not effective.

Children are exposed to unnecessary hazards because staff have not identified the risks to children's safety that result from poor supervision at some mealtimes. However, staff have a secure understanding of the signs of potential abuse or neglect. They understand the importance of raising any such concerns quickly to help to protect children from harm. Staff understand their obligation to escalate any such concerns beyond staff at the nursery if they are unhappy with the action senior staff plan to take. The provider follows suitable recruitment procedures to ensure the suitability of those she employs to work with children.

## What does the setting need to do to improve?

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

	Due date
ensure that all risks to children's safety are identified and minimised, including potential hazards around snack time arrangements	01/12/2021
ensure that all children are adequately supervised at all times, including when eating	01/12/2021
support staff to improve their interactions with children, to ensure that children receive effective support to develop their speaking and listening skills	01/02/2022
develop an effective curriculum for the youngest children, to ensure that they have ample opportunities and support to develop a wide range of skills and follow their curiosity and interests	01/02/2022
implement effective staff coaching and supervision, to improve the overall quality of the curriculum and teaching.	01/02/2022

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

- improve partnerships with parents to ensure that they are promptly informed about changes to key-person arrangements, to further meet the needs of children.

## Setting details

<b>Unique reference number</b>	EY482561
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10210762
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Wray-Mitchell, Amanda Louise
<b>Registered person unique reference number</b>	RP516082
<b>Telephone number</b>	01295 688476
<b>Date of previous inspection</b>	31 August 2016

## Information about this early years setting

The Village Nursery, Shenington registered in 2014 and is situated in Shenington, near Banbury, Oxfordshire. It is open from Monday to Friday all year round. Sessions are from 8.30am to 6pm. The nursery employs four members of staff. The manager holds a relevant qualification at level 6 and two other members of staff hold qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sarah Holley

## Inspection activities

- This was the first routine inspection the nursery 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 the evaluation of the nursery.
- The manager and the inspector had a learning walk.
- The inspector and the manager carried out a joint observation.
- Parents and children shared their views with the inspector.
- The inspector spoke with the manager and staff at convenient times during the inspection and looked at relevant documentation.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021