

# Inspection of The Oxford Nursery Summertown

Marston Ferry Road, Summertown, Oxford, Oxfordshire OX2 7EE

---

Inspection date: 10 January 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### **The provision is good**

Children are safe and happy. They are greeted on their arrival to nursery by kind and enthused staff. Children smile and laugh a lot as they play and learn. They show a positive attitude to learning and look forward to favourite activities. Babies are content and enjoy interactions with staff. They curiously explore a range of media and materials available to them. Toddlers learn to study their reflections in a range of mirrors. They learn about similarities and differences between themselves and others effectively. Pre-school children show excitement about exploring the outdoor garden, as they learn to balance on stilts and use age-appropriate racquets competently.

Children behave well. They have good manners and learn how to cooperate with each other, share and take turns. Children are confident and self-assured. They greet visitors with curiosity and talk with enthusiasm about their experiences at nursery and at home. Children are taught to express and manage their feelings. Staff recognise that some children have needed more support with their emotional well-being during the COVID-19 pandemic. As a result, they hold skilful conversations during circle and story times. Children understand when their friends are sad and know what to do to make them happy.

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

- The manager has high expectations for the children in her care. The curriculum is carefully designed to build on what children know and can do. Children have opportunities to practise the skills they have learned to secure their knowledge. They are motivated to explore and investigate and show good levels of curiosity and concentration.
- Professional development is strong. Staff receive good encouragement to further their own qualifications and careers. They speak very highly of the support that they receive from the manager and the provider. The manager implements systems to ensure that staff's workload is managed effectively and their well-being is consistently supported. This means that staff feel valued and enjoy their roles.
- Staff's interaction with children is positive overall. However, during some activities, staff move away from children to complete routine tasks, such as preparing the sleep and lunch areas. This results in children losing interest in the activity and learning is interrupted.
- Parents' views of the nursery are highly complimentary. They say staff share regular information with them about their children's well-being and learning. Parents praise the hard work of the manager and her staff. They comment how staff supported them extremely well through the COVID-19 pandemic. Parents comment on how they were provided with activities and ideas to support

children's learning at home, as well as holding a range of events outside, such as the annual graduation ceremony.

- Staff support children with special educational needs and/or disabilities effectively. Staff implement effective support plans to help children catch up in their learning and make progress. They liaise with parents about children's learning plans, and parents provide useful information from specialists to support curriculum planning. Staff understand the needs of individual children and ensure that resources offered inspire children to want to explore.
- Good arrangements are in place to support children who are learning English as an additional language. Staff find out about children's home language vocabulary. They use visual picture prompts and dual-language books to support young children's language development.
- Staff are warm and caring to all children. The manager has identified that some children are finding starting nursery a little unsettling, due to their experience during the COVID-19 pandemic. All children have a key person. Staff understand the importance of this role in helping children build attachments and feel safe and secure. However, staff deployment needs mean that opportunities for children, including those new to the setting, to spend time with their key person are not always maximised.
- The provider and the manager regularly reflect on practice and evaluate the setting to ensure the continuous improvements benefit children's learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good knowledge of a wide range of safeguarding issues and how to keep children safe. They know the signs and symptoms of potential abuse and have a secure understanding of the procedures to follow if they have concerns about a child's welfare. The manager regularly updates staff's training to support their safeguarding knowledge, which includes training around wider safeguarding concerns. Staff discuss safeguarding routinely, for example in team meetings and regular quizzes. This helps to promote children's safety and well-being. The manager and provider follow thorough recruitment procedures that help ensure the suitability of those employed to work with children.

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

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

- enhance opportunities for children to maintain their concentration and exploration during the times when staff leave activities to carry out routine tasks
- reflect on how children and key persons can spend more time together to build further on children's attachments and feelings of belonging and security.

## Setting details

<b>Unique reference number</b>	EY266376
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10214633
<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>	0 to 7
<b>Total number of places</b>	76
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Acacia Care and Education Limited
<b>Registered person unique reference number</b>	RP521551
<b>Telephone number</b>	01865 316602
<b>Date of previous inspection</b>	2 December 2016

## Information about this early years setting

The Oxford Nursery Summertown registered in 2003. It is one of three nurseries run by Acacia Care and Education Ltd. The nursery is located in Summertown, Oxfordshire. It is open Monday to Friday from 7.30am to 6pm, all year round. The nursery receives funding to provide free early education to children aged three and four years. There are 12 members of staff employed to work with the children. Of these, seven, including the manager, hold appropriate early years qualifications between level 2 and level 5.

## Information about this inspection

### Inspector

Amanda Perkin

## 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 inspector had a learning walk with the manager through all areas of the premises used by the children.
- Parents shared their views through written feedback. The inspector took these views into account.
- The inspector spoke with the manager and the provider about the leadership of the setting.
- The inspector looked at a sample of the documentation. This included evidence of suitability and training records.

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 2022