

Inspection of Oxford Day Nursery

35 Sherbourne Road, Acocks Green, Birmingham B27 6DX

Inspection date: 8 February 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happy as parents continue to drop off and collect their children at the front door during the COVID-19 pandemic. Children are greeted by friendly and familiar staff who are kind and gentle towards them. This helps children to feel safe and secure at the nursery. Children settle in quickly and play with their friends in the environment that is stimulating and spacious.

Children have lots of fun. They seek out staff to join in their play. For example, outdoors, they develop their physical skills and enjoy throwing balls up in the air with staff and make attempts to catch them. They receive lots of praise and encouragement from staff, which helps to increase their confidence and willingness to continue to try to learn a new skill.

Children freely explore the indoor play environments, which are designed specifically for them. They access toys and resources that interest them and play for a good period of time. For example, young children explore different textures, such as hay and cereals. They talk with staff about how they feel and smell, and the sounds they make as they squeeze them between their fingers. Children develop healthy attitudes to learning. They are gaining the skills and understanding they need for their future stages in learning and eventual move on to school.

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

- Managers have designed an ambitious curriculum for children's learning. They consider well the sequencing of what is provided based on the order that children need to develop new skills. Staff use the initial information they gain from parents about what children already know and can do to build on their learning.
- Staff know each child's learning needs well. They plan activities and experiences that provide children with opportunities to increase their understanding and practise new skills.
- Managers continue to embed recent changes to the arrangements for planning and their new ways of supporting children's learning through a robust programme of staff induction and supervision. However, further time is needed for children's learning and progress to securely increase to the highest possible level.
- Children delight as they explore cooked spaghetti together. They follow simple instructions and guidance given by staff to learn to use scissors to cut the pasta. Children say 'oh, what's happened?' when they succeed. Staff introduce new words to describe the spaghetti. Children remark on the colour and say it is 'blue'. Other children comment on how it feels, saying it is 'sticky' or 'slimy'. This helps to increase children's vocabulary as they play, including those children who

speak English as an additional language.

- Speech and language are promoted well. Staff use their skills to encourage children to join in conversation with them. They ask questions and give children time to form their responses and say what they think.
- Children form friendships and play well with their peers. They sit together and chat while they scoop play food from one basket to another with spoons. They talk about the food and tell each other what they eat at home.
- Children develop some self-help skills. For example, they put on their own coats and washing their hands. However, there is scope to support young children to become more fully independent at lunchtime.
- Young children enjoy a movement session. Children are keen to demonstrate their skills. For example, they make 'yoga' shapes with their bodies, standing on one leg. They follow the actions in a song as slowly as they can and then giggle along with staff as they speed up.
- Children have lots of fun in the garden together. They join in a game with staff to draw around each other with chalk. They jump up and down with excitement when they see the marks they have made. Staff build on this play and encourage children to measure the lengths of their drawings and make comparisons of their sizes.
- Children behave very well. Staff gently remind them to be kind and to wait for their turn, and children respond well to these reminders.
- Parents say that their children are happy attending. They say they are happy with the information they receive daily about their children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff demonstrate a secure understanding of their responsibilities to ensure that children are kept safe and protected from harm or abuse. Staff training is kept up to date. Staff know the signs and symptoms of child abuse. They understand the procedures that they must follow in the event that they have concerns about children's welfare or if an allegation is made against an adult working in the nursery. Routine checks are made in the environment to ensure it is safe to attend. Safe recruitment procedures are robust, including the background checks made to ensure that staff are suitable to work at the nursery.

What does the setting need to do to improve?

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

- continue to embed the arrangements for planning and new ways of supporting children's learning to help increase children's progress to the highest possible level
- provide further opportunities for young children to become more fully

independent, particularly at lunchtime.

Setting details

Unique reference number	EY427931
Local authority	Birmingham
Inspection number	10220007
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 at time of inspection	1 to 3
Total number of places	60
Number of children on roll	28
Name of registered person	Inayat, Shezad
Registered person unique reference number	RP909530
Telephone number	0121 764 5535
Date of previous inspection	7 June 2016

Information about this early years setting

Oxford Day Nursery re-registered in 2011. The nursery employs six members of childcare staff, of whom five hold appropriate childcare qualifications from level 2 to level 6. The nursery opens Monday to Friday, all year round, except for bank holidays. The nursery receives funding to provide education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Taylor

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken this into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together to discuss the organisation and intent of the curriculum, and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection. A joint evaluation of the quality of teaching within an activity took place between the leader and the inspector.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector spoke to parents at appropriate times and took account of their views of the setting.
- The inspector held a meeting with the manager and discussed how the setting is organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working at the setting.

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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