

# Inspection of Oakwood Children Centre Nursery

Oakwood Children Centre, Clyde Crescent, Cheltenham GL52 5QH

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Inspection date: 17 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

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

### The provision is good

Leaders and managers have responded well to the changes that the setting has needed to make. They continue to evaluate the quality of teaching and making sure they have well-trained staff. Staff use information from parents and good observations of children to assess what children know and can do. They plan activities and experiences to build on these skills. Staff swiftly notice when children might need extra support. They work in partnership with parents and external agencies to put in place interventions to help children develop well.

Children enjoy their time at nursery. They can make choices about whether to play indoors or outdoors, supervised well by staff. Children manage risks and learn how to keep safe. For example, they notice when a wooden block is split, which might be dangerous. They talk with adults and agree that it needs to be taken away.

Indoors, children have lots of resources and toys on low-level shelves that they can readily access. They choose what and how they want to play. Staff support cooperation and manage minor disagreements well. For example, when children want the same toy, staff ask what they can do to share the toy. Children remember that they can use a sand timer so that they can each have a turn. Staff praise children for remembering and say that they have solved the problem well.

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

- Staff develop children's mathematical knowledge well. For example, staff model how to work out total numbers of people in the room. They ask children to count the children, then the staff. Staff model adding these numbers together using their fingers to help children work out the total. Staff then ask children to identify the correct numeral on a number line on the wall. All age groups use the same strategy, helping children to build on their understanding of counting and numbers over time.
- Children show respect and care for others. Staff offer reminders for children to use words rather than actions if they need something. They try to help children to learn the routine and what to do when this changes. Sometimes, staff working with the younger children are more focused on getting things clean and putting toys away. They do not encourage all children to join in, so some continue playing. At rhyme time, staff do not encourage all children to take part or let them know what is expected. Some children get bored and disrupt others who are trying to join in.
- The senior team, manager and staff work superbly with the wider community and families. They provide training for parents and other groups to support children's communication and language. Staff share online photos and daily reports about what children do with parents. Parents say that staff are

tremendously approachable, and really know and understand them. Staff make sure that they find out as much about families and children as they can. They ask about home languages and celebrations to include these in the daily experiences for children. They have access to other agencies on site and use these brilliantly to help provide support for children. Children with special educational needs and/or disabilities achieve well.

- Staff work brilliantly with local schools to support children when they move on. They provide tailored packs for families and children about the schools. These include activities to help prepare children for the move, as well as information about the school and teachers. They share information to ensure that the move to school is managed extremely well.
- Children have a variety of activities indoors and outdoors. Younger children play with coloured rice. They compare the sizes of spoons, saying when one is bigger or smaller, and look at how much rice they can put into the different containers. Older children experiment with water outdoors. They work together to fit pipes onto stands to create a waterfall. Then they fill different-size jugs and work out how much water they need to pour down the pipe to make the toy ducks slide to the bottom. Children remain motivated and engaged for long periods of time.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know the possible signs that mean a child could be at risk of harm. They know the procedures for referring concerns to make sure they keep children safe. The senior team and manager have robust systems for recruiting staff. They complete checks to ensure staff remain suitable to work with children. Staff know how to refer any allegations about staff, including which external agencies can support them. Staff complete regular risk assessments. During the hot, sunny weather, they put activities outdoors in shaded areas. They talk with children about sun safety, such as putting on sun cream and hats, and drinking plenty of water to keep them cool and hydrated.

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

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

- build on the support for younger children to help them understand better what they need to do at group times and when the routine changes.

## Setting details

<b>Unique reference number</b>	EY474915
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10124630
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Aspire Foundation
<b>Registered person unique reference number</b>	RP533459
<b>Telephone number</b>	01242513010
<b>Date of previous inspection</b>	2 February 2016

## Information about this early years setting

Oakwood Children Centre Nursery registered in 2014. The setting operates from a purpose-built building on the site of Oakwood Children's Centre. They are open during term time only from Monday to Friday between 8.30am and 3.30pm. A team of six staff work directly with the children, all of whom hold appropriate childcare qualifications at level 3. The setting 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 deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of outdoor play activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector spoke to children to find out about their time 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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