

# Inspection of Pippins Day Nursery and Nursery School

Nuffield Orthopaedic Centre, Old Road, Headington, Oxford, Oxfordshire OX3 7LD

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Inspection date: 4 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
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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	Inadequate



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

### The provision is good

Children confidently arrive at the nursery and wave goodbye to their parents at the door. They enter their base rooms happily and show that they feel safe and content as they settle to play with the toys and resources on offer. Children make their own choices in what they want to do, with effective support from staff. For example, babies and toddlers show great excitement as they play with the balls and learn how to activate and use the interactive ball ramps. All children enjoy being creative and exploring with sensory materials. For instance, pre-school children show excitement in their play as they explore with soil and water. They develop their transporting skills as they take it to their friends using the tea set equipment.

Overall, children behave well and develop independence and a sense of responsibility. For instance, children help to tidy up and older children serve themselves water at mealtimes. Staff are good role models and give children a good amount of praise and encouragement to help develop their self-confidence. All children are progressing well in their communication and language skills. Staff offer a language-rich environment. For example, they read books and talk to the children about what they are doing. Most staff ask children a good range of questions to help build on their listening and attention skills.

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

- Since the last inspection, leaders and staff have undertaken a significant amount of training and reflection to improve the quality of care for the children. Leaders have effective systems in place to supervise and support the staff. This has helped to improve the quality of teaching that is offered to children.
- Staff provide children with a good range of activities to help them develop their physical skills. For example, children make marks and draw pictures using pens and paper, hammer nails into boards and explore with paint, mud and foam. These kinds of activities help them to strengthen their hand muscles in readiness for early writing.
- Children and staff have good relationships. For instance, babies and toddlers demonstrate that they feel secure as they drift peacefully off to sleep. All children show that the staff are important to them as they enjoy cuddles and comfort as needed. Children behave well and staff act as positive role models, encouraging them to say 'please' and 'thank you' as required. However, on occasions, staff do not help children to understand why rules are in place, to develop a deeper knowledge of boundaries within the nursery.
- Children's well-being is given careful consideration to ensure children's health and well-being are maintained. For example, children are provided with healthy and nutritious food and snacks. Staff engage with children about how eating



their food will give them energy to play. Additionally, they talk to children about health and teach them the importance of washing their hands with soap and water. Children have many opportunities to be physically active. For instance, all children enjoy playing outside where they can explore with large construction toys, explore with walkers and play ball games. This supports children's large physical skills.

- Staff offer a varied curriculum and plan for children's learning and development well. They support children effectively and help to prepare them for their next stage in learning, including school. For example, in the pre-school room, children practise getting dressed for their sports session. This helps to support their independence and self-care skills.
- Staff know the importance of supporting all children's communication and language. They offer effective support to children to help them hear words in different ways. For example, staff talk and sing with children to help them hear vocabulary in a different context. However, at times, staff miss opportunities to encourage and challenge children's thinking skills, to help them express their ideas and solve problems for themselves.
- Partnerships with parents are good. Parents speak highly of the staff and comment on how lovely they are with their children. They explained that they receive a good amount of information about how their children are progressing and any news about the nursery.

## Safeguarding

The arrangements for safeguarding are effective.

The leadership team has enhanced the staff's knowledge and understanding of safeguarding significantly since the last inspection. All staff now have a good understanding of their roles and responsibilities in keeping children safe. They have all refreshed their safeguarding training and know the signs and indicators of abuse. Furthermore, they know who to report to if they are concerned, including making referrals to appropriate professionals. Robust recruitment and vetting arrangements are in place. Leaders undertake regular checks of staff's suitability to ensure they remain suitable 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:**

- build on the good behaviour management strategies to help support children's understanding of the rules and boundaries even further
- create more opportunities to challenge children's thinking and encourage them to solve problems and come up with their own ideas.



## Setting details

<b>Unique reference number</b>	135004
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10233239
<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 4
<b>Total number of places</b>	49
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Aurora Childcare Partnership
<b>Registered person unique reference number</b>	RP524488
<b>Telephone number</b>	01865 227872
<b>Date of previous inspection</b>	7 March 2022

## Information about this early years setting

Pippins Day Nursery and Nursery School registered in 2000 and is situated in Headington, Oxford. It is one of two nurseries run by Aurora Childcare. Most children attending have parents working on the hospital site. The nursery is open every weekday from 7.15am to 6.30pm, except for bank holidays. It is in receipt of funding for the provision of free early education to children aged two, three and four years. There are 18 members of staff working with children, many of whom hold relevant early years qualifications, including two staff with early years professional status.

## Information about this inspection

### Inspector

Tracy Bartholomew



## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager explained the nursery curriculum during a learning walk with the inspector.
- The manager and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- Children spoke to the inspector about the activities they took part in.
- A number of parents provided feedback about the nursery through discussions with the inspector.

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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