

# Inspection of Aktiva Nurseries, Oakfield

The Dalby Community Building, Siding Road, Broughton, Aylesbury,  
Buckinghamshire HP22 7AY

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Inspection date: 28 November 2022

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

### The provision is good

Children enjoy their time at this friendly and nurturing nursery. They develop strong attachments with their key person and staff, which helps children to feel safe, secure and ready to learn. Children are well behaved and are consistently praised for acts of kindness and achievements. They proudly explain to visitors that they are the helper or 'health and safety spy' for the day. As a result, children demonstrate that they are developing confidence and self-esteem in social situations. Younger children benefit from a consistent routine that mirrors what they have at home.

Children receive a range of opportunities and experiences that broaden their skills and knowledge. Staff use interesting topics or themes and build on the children's interests. For example, babies delight in exploring winter animal scenes and dough. They show their excitement as they feel and explore the different textures. Older children concentrate intensely as they pour and fill containers of sand and water. They operate various tools to make different shapes or cakes with their dough. This strengthens children's hands and finger muscles, which supports their early writing skills. Children have daily access to the outdoor areas. Older children benefit from planned walks and trips to the local area and parks. These opportunities help children learn more about their community and the wider world.

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

- Leaders and managers have worked hard and closely with local authority advisers to implement positive changes. As a result, they have addressed all the actions raised as the last inspection and have made effective and significant improvements to strengthen safety in the nursery.
- Staff plan a broad curriculum. Overall, staff place a great focus on supporting children's communication and language development. They read stories with enthusiasm, narrate the children's play and introduce new words, such as 'stomp', in the dinosaur swamp. However, staff have not considered ways to fully excite children's creative expression, particularly in young children's role play, so they can explore and experiment with interesting objects or materials to develop their own ideas.
- The special educational needs coordinator is knowledgeable about ensuring children's individual needs are prioritised. She works confidently with external agencies and has implemented effective strategies to provide early intervention where required. This supports all children to make progress in their development.
- Overall, teaching is meaningful. Children demonstrate positive attitudes to their learning experiences. Staff challenge children's abilities and check their understanding of what they are being taught, to help them make further

progress in their learning. However, at times, staff do not ensure that all children, in particular the quieter or shy children, are fully engaged and benefit from the learning opportunities.

- Staff encourage older children to understand the importance of good oral hygiene. For example, children learn how to brush templates of teeth and consider the benefits of healthy eating. This supports children's physical well-being and their understanding of leading a healthy lifestyle.
- Children benefit from a balanced and nutritious menu. Additionally, children's independence is promoted well. Children are encouraged to feed themselves and pour their own drinks. This results in older children having greater control when scooping up and twisting spaghetti onto a fork. This promotes children's self-care skills in preparation for school.
- Leaders regularly observe staff practice and provide feedback on their strengths and areas they can improve. Staff benefit from regular supervision meetings. They receive targeted support and training to help raise the quality of their practice and skills. Staff talk confidently about their workload being managed and feel their well-being is effectively supported. Staff work well together as a team and share ideas and information about the children. The manager and leaders are passionate; they focus effectively on inclusive and good-quality education for all children.
- Staff have developed strong partnerships with parents. Parents speak highly of staff. They report that communication is excellent and they feel that their children are safe and well cared for. Parents say that staff keep them informed about their children's learning and progress. Additional activities, such as stories read on social media platforms and a book lending library, are also provided for parents to support children's learning at home. This supports children's learning further.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders have improved risk assessments and safety procedures. Staff carry out regular checks of the environment to ensure that any potential hazards or risks are minimised. Staff are deployed well to meet the needs of the children. They supervise children appropriately, particularly during mealtimes. Staff are aware of the signs and symptoms that may indicate a child is at risk of harm. In addition, they have a good understanding of all safeguarding issues, such as indicators of extreme or radical views and county lines. The manager and staff are confident in fulfilling their responsibilities, including reporting and escalating concerns to the relevant outside agencies. Leaders use effective recruitment and induction procedures to ensure that staff are 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:**

- develop ways to support children's creative expression so they can explore and experiment with their own ideas, particularly in young children's pretend play
- consider more closely how to monitor and adapt activities to ensure that all children, in particular quieter children, can fully engage and benefit from the learning opportunities.

## Setting details

<b>Unique reference number</b>	2535490
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10247880
<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>	51
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Aktiva Nurseries Ltd
<b>Registered person unique reference number</b>	RP545594
<b>Telephone number</b>	02035518909
<b>Date of previous inspection</b>	23 June 2022

## Information about this early years setting

Aktiva Nurseries, Oakfield registered in 2019. It operates from the Dalby community building located on the Kingsbrook housing development in the Oakfield area of Aylesbury, Buckinghamshire. It is open from 7.30am to 6pm, Monday to Friday, throughout the year. The provider employs 18 members of staff, of whom nine hold appropriate qualifications at level 2 or level 3. The provider is in receipt of funding to provide early education to children aged two and three years.

## Information about this inspection

### Inspector

Anneliese Fox-Jones

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector assessed how well leaders and staff understand and implement the setting's policies, and how they support children's learning.
- The inspector observed activities in the three main base rooms and garden. She talked to staff about the progress individual children are making and what they want the children to learn.
- The manager and the inspector completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the manager. The inspector observed interactions between staff and the children and the impact these have on children's learning. The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector reviewed relevant documentation, including evidence of paediatric first-aid training. The inspector had a discussion with leaders about the evaluation of the setting and plans for improvement.
- The inspector spoke to parents and children during the inspection and took account of their views.

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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