

Inspection of The Pod

The Pod, Cricket Rd, Oxford, Oxfordshire OX4 3DR

Inspection date: 11 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and excited as they explore the lovely environment at the nursery. For example, they enjoy making 'pizzas' with play dough and laugh at one another's creations. The staff know the children well, and they share caring bonds. For instance, children smile with glee as they look through transparent shapes at their key person's face. Children feel safe and secure.

Staff have high expectations of children's behaviour. They regularly remind children of the nursery's 'golden rules' and to be kind to their friends. This is demonstrated when staff support children to take turns when trying to complete puzzles. Children respond well to adults, and they are beginning to learn why behaviour rules are in place.

Staff and leaders have the same ambition for all children. They are proactive in liaising with other professionals. This helps them to plan detailed, individual support for children with special educational needs and/or disabilities (SEND). As a result, children with SEND have wonderful experiences based on their needs. For example, they happily explore the role-play kitchen and smile as they pretend to cook. They make excellent progress towards their next steps of development.

Children have very strong independence skills. For example, they confidently manoeuvre large bricks to make a line and walk across them. Children enjoy figuring out for themselves how to get the next brick and place it where they need it to be. They giggle and laugh as they wobble on the bricks. Children have the problem-solving skills they need for future learning.

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

- Staff and leaders have a strong focus on teaching children communication and language skills. They repeatedly introduce new words in play to extend children's vocabulary. For example, children delight in repeating animal names and enjoy trying to say 'hippopotamuses'. As a result, children make good progress in their communication and language skills.
- Leaders are extremely passionate about offering high-quality care and learning. They regularly review the provision and reflect on areas for improvement. This ensures that children get the support they need to meet their next steps in development and that teaching improves over time. For instance, the nursery has recently taken part in an 'early excellence' initiative. This has helped to support the staff's knowledge and understanding of how children learn. As a result of the training, staff and leaders have amazing shared goals and values, which helps them to make continual improvement.
- Overall, staff's interactions with children are positive and support children's

progress over time. For example, children smile with joy as staff tell them stories with puppets. They thoroughly enjoy this and excitedly start to play peekaboo with the puppet. However, some staff do not know how to respond and adapt their practice in the moment. For example, at times, staff do not recognise when some of the youngest children move from one activity to the next with little engagement. This does not help the youngest children to fully enjoy the learning opportunities.

- Leaders are passionate about their well-thought-out curriculum. As a result, staff know how to support children's next steps of development. From the very first visit, staff begin to observe children so that they can plan from what they already know and can do. This helps children to make good progress in learning. However, there are times within the daily routine that do not consistently meet all children's needs. For example, some younger children struggle with large-group sessions. This does not help children to engage or focus on learning.
- Most children have positive attitudes to play. Children demonstrate this when they enjoy exploring ice, and they smile with delight as it slips from their hands. Staff support them and repeat words such as 'slippy'. Younger children babble back and enjoy exploring this for some time. They have some lovely experiences across all seven areas of learning.
- The nursery staff build endearing partnerships with parents. Parents are very eager to share their lovely feedback about the setting. They appreciate the regular updates in the daily communication books, and they know about their children's learning and development. Parents explain how their children have developed confidence and a love of singing since attending the nursery. They value the lovely bonds that key persons make with children and say they feel reassured that their children are with caring staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are passionate about supporting a positive safeguarding culture. The staff attend regular training to keep their knowledge about safeguarding up to date. As a team, they regularly discuss the issues, and leaders ensure they tightly track any concerns they may have over a child's welfare. All staff know where to report to if they have concerns of any type. Leaders carry out thorough risk assessments throughout the provision. For example, they review accidents, and if they begin to see any trends, they quickly review the area and remove any potential risks. This helps to minimise the risk to children.

What does the setting need to do to improve?

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

- strengthen teaching to ensure all staff interactions are of a consistently high

quality and support learning

- develop routines to ensure the youngest children have opportunities that engage and excite them.

Setting details

Unique reference number	2613171
Local authority	Oxfordshire
Inspection number	10263417
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 3
Total number of places	16
Number of children on roll	28
Name of registered person	Oxford Diocesan Schools Trust
Registered person unique reference number	2613169
Telephone number	01865 509444
Date of previous inspection	Not applicable

Information about this early years setting

The Pod registered in 2020. The nursery employs nine members of childcare staff. Of these, six hold recognised early years qualifications at level 3 or above. The nursery is open from 7.30am until 5.30pm, Monday to Friday, term time only. The nursery provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Mandy Cooper

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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023