

Inspection of Banbury School Day Nursery Ltd

Banbury School, Ruskin Road, BANBURY, Oxfordshire OX16 9HY

Inspection date:

24 February 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children line up eagerly at the door to be taken to their classrooms. They are happy and excited for the day ahead. Staff greet them warmly and chat to them as they arrive. Overall, children demonstrate positive behaviour and play with a wide range of resources. They explore an activity tray that builds on the story of 'The Three Little Pigs'. Other children have access to an outside space where they climb the pirate ship.

Most children are involved in play. However, some children in the younger age groups are not engaged in purposeful activities. As a result, some children appear bored and lack direction. Not all staff communicate with children to involve them. This means that children do not benefit from a language-rich environment that supports the development of their communication skills. Leaders and staff do not have high enough expectations of what some children will achieve in all areas of learning. At times, play opportunities are not meaningful and lack challenge for children.

Nonetheless, children in the older age group have plenty of time and space to explore feelings and emotions. The class teacher is a good role model. She builds on the daily routine and is developing a curriculum that is more ambitious for the children in this age range. This stretches their thinking. For example, they revisit core stories and rhymes.

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

- Leaders have identified communication and language as a focus for the setting, but this is not put into practice consistently for all children. There are plenty of resources, and leaders have built on new initiatives to improve language skills. However, leaders have not ensured that staff are familiar with these strategies so that all children can benefit from them. Most staff do not use these effectively to enrich children's experiences.
- Leaders identify children with special educational needs and/or disabilities and act appropriately. They make early referrals to external professionals and complete development journals that are specific to each child. However, for some children, the plans in place are not consistently implemented by staff. The curriculum is not designed well enough to support all the children effectively.
- At times, children's needs are not well met as the routine is unclear. There are not always enough staff to meet required ratios and support children sufficiently. Some children are left waiting for meals to be warmed. They sit for long periods of time and become distressed. Children do not get the help that they need to practise new skills or to fully support their emotional well-being.
- Parents share positive views of the setting. Staff make sure that most parents

know who their child's key person is and what their child likes to explore.

Parents enjoy looking at the scrap books that staff provide. However, staff do not keep them well-enough informed about what the development plans are for their child. This has an impact on their involvement in their child's learning.

- Children confidently help themselves to resources. However, not all staff provide consistent support for children to develop independence skills. Children are not always given enough opportunity to do things for themselves or to manage their personal needs. For example, they are not given enough encouragement to do simple tasks that they could manage themselves, such as pouring water or washing their hands before mealtimes.
- Children are generally happy. They have opportunities to explore the well-resourced setting. However, at times, some children wander without a purpose. Staff members are not mindful of where children are at all times. Therefore, children's interest and focus are short. Children are not absorbed in meaningful play experiences that expand their concentration skills, and they move quickly from table to table. This does not support their emotional and physical well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their roles and responsibilities when reporting and referring any safeguarding concerns. Staff competently understand their role within the setting. All staff revisit training annually and update their knowledge through attending regular staff meetings and local authority training. Staff conduct effective risk assessments to ensure that the premises and environments for children are safe and secure. They have put into place effective measures that mean children are kept safe and secure.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that ratios are consistently met and staff are effectively deployed to meet children's needs, especially at mealtimes and during busy transition points in the day	17/03/2023

provide an ambitious curriculum that sets out clearly what children need to learn next, so that teaching builds on what they already know and can do and helps all children, including those with special educational needs and/or disabilities, make consistently good progress.	17/03/2023
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To further improve the quality of the early years provision, the provider should:

- support staff to gain a better understanding of the curriculum and any areas of particular focus, such as communication and language, so that all children benefit from the initiatives in place
- increase opportunities for children to develop independence and self-care skills, and complete simple tasks for themselves
- strengthen arrangements for sharing information with parents to ensure that they are well informed about their child's development.

Setting details

Unique reference number	EY417353
Local authority	Oxfordshire
Inspection number	10265245
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	0 to 4
Total number of places	84
Number of children on roll	131
Name of registered person	Banbury School Day Nursery Ltd
Registered person unique reference number	RP530159
Telephone number	01295256400
Date of previous inspection	31 May 2017

Information about this early years setting

Banbury School Day Nursery Ltd registered in 2000. It operates within a large comprehensive school in Banbury, Oxfordshire. It is open for 50 weeks of the year from 8am to 5.30pm. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery employs 23 members of staff. Of these, two hold a level 6 qualification, one has early years teacher status, 16 staff hold qualifications at level 3, and three staff hold appropriate level 2 qualifications. The remainder of staff are unqualified.

Information about this inspection

Inspector

Stephanie Dorling

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leaders and has taken that into account in their evaluation of the nursery.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.
- A joint observation was conducted with the leader and the inspector.
- The leader and the inspector conducted a learning walk of the setting.
- The inspector looked at relevant documentation, including staff's suitability to work with children.

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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