

Inspection of Nära Horton

Horton Hospital, Oxford Road, BANBURY, OXFORDSHIRE OX16 9AL

Inspection date: 10 May 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

Staff help children to settle into the nursery well. For example, they find out about children's routines and likes and dislikes before they start attending. This helps staff to provide a familiar experience for children. Children are supported effectively on arrival each day. They are greeted by their key person as they enter their room, eager to find out what is on offer that day. Babies benefit from comfort and reassurance from their key person as they begin to explore their new environment.

Children are inquisitive learners who develop their understanding of the world around them. They hunt for insects in the garden, exclaiming excitedly when they see ants crawling. They learn about different insects, such as a beetle, worm and cricket. Children look inquisitively at insects through the magnifying glass, and staff help them to understand that insects will not hurt them. Children are curious and enjoy experimenting. They find out about cause and effect as they release car toys and see how far and fast they roll down the ramp. Children repeat their actions to see how different vehicles travel.

Children respond well to the high expectations that staff have of them. For instance, toddlers follow lunchtime routines, washing their hands and sitting with their friends to eat. They know that sleep time follows, and they snuggle down listening to the music playing.

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

- Leaders have a clear vision for supporting staff. Since registration, they have had a particular focus on promoting staff well-being. For example, staff enjoy a dedicated space to rest and relax at break times. Leaders regularly 'check in' with staff, and they enjoy 'Well-Being Wednesdays'. Leaders ensure that staff have time to complete their duties, and staff say they feel very well supported.
- Leaders have a positive attitude towards promoting children's good health. For instance, they have recently worked with specialists to revise the menu to ensure the food is nutritionally balanced. Children enjoy the food they eat. They learn to name the ingredients when cooking and also the contents of their meals. This is helping them to learn about a healthy diet.
- Staff provide opportunities for children to explore books. For example, when reading to babies, they repeat key words and accompany them with actions. Babies smile and babble along as they swish and wiggle to the words they hear. Toddlers learn new vocabulary as staff ask them questions about what they can see in the story, such as the strawberries that the caterpillar eats. When reading to older children, however, staff do not fully consider how they can engage children and develop their early reading skills further.
- Parents speak positively about the support they receive. For instance, they

appreciate the close communication with their child's key person to share progress about the food their children are beginning to eat. They also comment positively on the resources that they can access, such as through the online app, to extend their children's learning at home.

- Staff promote children's good behaviour effectively. They provide positive praise to recognise children's efforts and achievements. Leaders plan precise professional development opportunities to further improve staff practice. For instance, they have plans to help staff learn about how to empower children to begin to manage their feelings and emotions.
- Staff have a clear vision for the curriculum, and they intend to promote opportunities for children to make choices and follow their own interests. However, on occasion, such as during adult-led cooking activities, the curriculum intent is not implemented as effectively as possible. For example, children approach and are eager to join in, staff ask them to sit and wait for their turn in the next group. This means that children watch and wait for long periods. They become impatient to join in, which detracts the staff's attention from the intended learning.
- Leaders are determined to continually improve the service they offer. They have a precise and focused action plan, which they are using to guide their team's approach. Leaders empower staff to take ownership of different aspects of nursery development. For instance, each room has a budget that they are responsible for, and they will be using it to improve the outdoors.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust understanding of their safeguarding responsibilities, and they know the procedures to follow should they have a concern about children's welfare or staff practice. Staff are vigilant in relation to local safeguarding issues, and they provide guidance to help parents keep children safe online at home. Leaders implement robust recruitment and suitability checks to ensure that staff are suitable and remain suitable to work with children. Staff have a good understanding of how to risk assess and minimise hazards to ensure that the procedures they follow keep children safe.

What does the setting need to do to improve?

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

- review the delivery of adult-led activities and help staff to understand when they can be more flexible to capture the interest of those children who want to join in at that time
- support staff and help them to understand how to use their interactions when reading stories to extend older children's reading skills.

Setting details

Unique reference number	2699563
Local authority	Oxfordshire
Inspection number	10287723
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	55
Number of children on roll	60
Name of registered person	Nära Nurseries Limited
Registered person unique reference number	2699564
Telephone number	01295 229083
Date of previous inspection	Not applicable

Information about this early years setting

Nara Horton registered in 2022. It is based on the grounds of Horton Hospital in Banbury, Oxfordshire. Nursery spaces are prioritised for employees of Oxford University Trust. The nursery opens from 7am to 6pm for 51 weeks of the year. The nursery accepts funding for the free provision of education for children aged two, three and four years. The nursery employs 20 staff. Of these, 18 staff work with children and nine hold qualifications at level 3 and above.

Information about this inspection

Inspector

Lisa Dailey

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 inspector went on a learning walk with the manager and the provider.
- A joint observation was carried out by the inspector and the manager of a planned cooking activity.
- The inspector observed the quality of teaching indoors and outdoors and assessed the impact on children's learning.
- Parents shared their views with the inspector.
- The inspector spoke to staff and children at appropriate times and considered 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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