

Inspection of Child First Bicester

32 Launton Road, Bicester, Oxfordshire OX26 6PY

Inspection date:

30 May 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

Good

What is it like to attend this early years setting?

The provision requires improvement

The quality of education is variable. Staff working with children do not provide enough challenge or stimulating activities that engage and interest them. Although staff are kind and caring and talk to children as they play, interactions tend to be mundane or reactionary to children's immediate needs, and do not inspire awe and wonder.

Staff working with babies and toddlers do not always ensure practice is tailored to support their individual needs. At times, when young children become distressed, they do not always receive the attention of their individual key person and reassurance they need. This affects their confidence to build a settled relationship to help them feel safe and secure.

Children make friends and develop some worthwhile skills. For example, they use their physical skills to throw beanbags in hoops, and enjoy exploring the water and sand trays outside, developing their pouring, and scooping skills. Inside, staff offer resources for children to use a range of malleable materials and tools. However, staff are unclear about what children need to learn to make good progress, so they do not shape activities to support children's next steps in learning. Some intentions for learning are too broad and not focused to secure knowledge of each child's individual needs. That said, children behave suitably to their age and developmental expectations, and are learning the rules of nursery. Children who speak English as an additional language are supported well.

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

- The manager and her deputy have a clear intent for the curriculum and what children will learn. However, staff do not demonstrate that they know the curriculum intent and how to implement this consistently. There are times when more able children whilst happy are not challenged. For example, older children spend much of their time in independent play with their peers. Staff rarely join in with this play to give children the support they need to extend this play into meaningful learning.
- The key person system is not used to best effect. This means that some babies do not settle well, and much of staff's time is taken up with trying to soothe and reassure these children. This impacts on the time staff have to interact with those babies who are more settled. As a result, these settled babies do not receive the close attention to help them master new skills and fully explore the resources on offer.
- The staff team have worked together to identify and make some improvements to the quality of the provision. For example, staff have completed behaviour management training, which has had a positive impact on children's behaviour

at nursery. However, the management team have not clearly identified the weaknesses in the quality of the curriculum and teaching. Staff are not provided with the knowledge, guidance and practice they need to make sure teaching is consistently good.

- Staff support children with special educational needs and/or disabilities well. They identify specific needs early on and provide targeted support. They work closely with other agencies, ensuring that children receive specialist support when needed.
- Children are learning to adopt healthy lifestyles, and benefit from well-balanced and nutritious meals and snacks. Staff successfully support children's independence and self-care skills in readiness for their move to school. For instance, at mealtimes, older children find their individual place mats and use cutlery competently. The youngest children show determination as they make attempts at feeding themselves. Children's dietary and health needs are well met.
- Staff express how they enjoy working at the nursery and say they receive good support from the management team, which promotes their well-being.
- Parents are happy with the nursery. They report how they find the new online system for sharing information about learning useful, and that overall they feel well informed about their child's learning.
- Staff provide children with plenty of opportunities for outdoor play and exercise and make good use of the large outdoor area. For example, children play games and navigate obstacle courses in the outdoor play area. This supports children's self-esteem and confidence.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their safeguarding responsibilities and how to protect the children they care for. Staff attend regular safeguarding training to keep their knowledge and understanding up to date, including the 'Prevent' duty and female genital mutilation training. Staff understand the signs that children may be at risk of harm and know how to report their concerns. The nursery environment is safe and secure, and access to the site is controlled by comprehensive safety measures. Staff carry out regular risk assessments and take appropriate action to ensure children's safety at all times.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

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| develop staff's knowledge and understanding of the curriculum intent so they can clearly identify what children would most benefit from learning next and use this to design and deliver a well-planned and ambitious range of learning experiences | 01/08/2023 |
| ensure key-person arrangements, particularly with regard to staff working with babies, are effective, meet the individual needs of children and offer a settled relationship for each child. | 01/08/2023 |

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

- improve the arrangements for supervision, monitoring and training of all staff to improve teaching and raise the quality of education to consistently good levels.

Setting details

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| Unique reference number | EY342511 |
| Local authority | Oxfordshire |
| Inspection number | 10288843 |
| 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 | 138 |
| Number of children on roll | 181 |
| Name of registered person | Child 1st Nurseries Limited |
| Registered person unique reference number | RP526561 |
| Telephone number | 01869 323730 |
| Date of previous inspection | 2 November 2017 |

Information about this early years setting

Child First Bicester registered in 2006 and is situated on the outskirts of the town of Bicester, in Oxfordshire. The nursery is open each weekday from 7.30am until 6.30pm for 51 weeks of the year. The nursery employs 41 staff, 18 of whom hold a relevant early years qualification at level 3 or above, with one member of staff holding qualified teacher status. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspectors

Amanda Perkin
Sarah Holley

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the management team and has taken that into account in their evaluation of the setting.
- The inspectors had a learning walk with the manager and deputy through all areas of the premises used by the children.
- Parents shared their views through written and verbal feedback. The inspectors took account of these views.
- The inspectors spoke with the manager, deputy and area manager about the leadership of the setting.
- The inspectors looked at a sample of the documentation. This included evidence about suitability and training records.

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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