

Inspection of Culham Science Centre Nursery and Preschool

Culham Science Centre, Abingdon, Oxfordshire OX14 3GY

Inspection date: 18 October 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children of all ages experience a broad curriculum and move freely as they explore their environment. They show they feel safe and happy in the nursery. Babies enjoy messy play with dough and paint, and start to pull themselves up to stand. Older children relish their time outdoors. They negotiate space as they use tricycles and swings. They ask for help if they need it and develop good independence and social skills. Staff plan interesting activities, that follow the children's interests and build on their prior knowledge and skills. For example, younger children are supported to develop their physical skills, confidence and to interact more with their peers. Staff working with older children build on this learning, as they help children to learn and manage their behaviour by using their words. Children benefit from clear boundaries and their behaviour is positive.

Staff build and develop positive relationships with all the children. Staff are attentive and caring in their approach. This particularly supports babies and those children who have moved to new rooms, to feel safe and secure in the nursery. Overall, children's communication and language development is supported well by staff offering a language-rich environment. Through sharing favourite songs and stories, children learn through the repetition of these and join in with familiar words. Staff support all children, including children with special educational needs and/or disabilities, to make good progress in their learning.

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

- Leaders demonstrate passion and a clear vision. They provide staff with effective supervision and regular observations of their practice. This helps to identify any opportunities for training for their professional development. All staff say they enjoy their role and feel supported. Apprentices feel well supported and guided as they complete their qualification. New staff receive a thorough induction. There is a culture to evaluate and share new ideas.
- The curriculum is designed to build on what children know and can do. Staff provide a broad curriculum that supports children's interests. They deliver activities to support children with what they have planned for them to learn. However, on occasions, staff do not fully consider during play and activities enough stretch and challenge for the most-able children.
- Children are beginning to manage their own feelings and behaviour. Staff are consistent in behaviour management strategies. For example, when children have small disagreements expected for their age and stage, staff gently remind children of kind hands or walking feet. This helps children to learn how their action can impact on others and develop a sense of right and wrong.
- Staff understand the importance of supporting children's language and communication skills. They teach children concepts, such as 'length', as they

make comparisons. Staff repeat back children's sentences to clarify their meaning. However, at times, some staff do not engage in purposeful discussions and pick up on opportunities during day-to-day activities to develop children's wider skills, such as supporting children in making predictions and offering their own ideas.

- Children enjoy fresh air as they spend plenty of time outdoors. They use chalks to make marks on the ground, and thoroughly enjoy their imaginative play as they pretend to build a castle with a range of resources.
- Staff promote children's good health and independence well. Children enjoy nutritious meals and snacks. They brush their teeth and know to wash their hands before mealtimes. Even the younger children know the routines well. They respond well when it is time to prepare for lunch and help to tidy their environment. Children learn self-care skills, such as developing the confidence of pouring their own drinks and dressing themselves.
- The special educational needs coordinator is knowledgeable about her role. Professional relationships have been established with outside agencies to ensure early intervention and support is in place to help children achieve their potential.
- Parents speak highly of the nursery and communication is well established. Staff work closely with parents to gather clear information from the outset to ensure that they understand the children's individual needs and interests. Staff identify and share special moments with parents, which enables them to continue to support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a secure knowledge of how to keep children safe. They fully understand their responsibilities to ensure children's welfare. Staff are confident in the procedures to follow should they have a concern regarding a child's well-being. In addition, staff demonstrate a clear understanding and importance of the whistle-blowing procedure. Robust recruitment and induction procedures ensure that children are cared for by staff who are suitable for their roles. Appropriate risk assessments of the premises and environment ensure that they are safe for children.

What does the setting need to do to improve?

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

- build on the already good practice to further enhance the quality of all staff interactions and teaching
- develop the way staff differentiate activities to provide further challenge to the most-able children.

Setting details

Unique reference number	EY439308
Local authority	Oxfordshire
Inspection number	10312775
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	0 to 4
Total number of places	144
Number of children on roll	162
Name of registered person	Berridge, Nigel
Registered person unique reference number	RP516028
Telephone number	01865408128
Date of previous inspection	24 January 2020

Information about this early years setting

Culham Science Centre Nursery and Preschool re-registered in 2011. It is situated next door to the Culham Science Centre, near Abingdon, in Oxfordshire. The nursery is open each weekday from 7.30am until 6pm all year round. The nursery is in receipt of funding for the provision of free early education for children aged two, and three years. The nursery employs 49 members of staff. Of these, 22 hold appropriate early years qualifications at level 3, three have qualified teacher status, and one holds early years professional status.

Information about this inspection

Inspectors

Anneliese Fox-Jones
Lisa Robinson

Inspection activities

- This inspection was carried out as part of a risk assessment process.
- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the setting and have taken this into account in their evaluation of the setting.
- The inspectors observed activities in the main base rooms and garden areas. They talked to staff about the progress individual children are making and what they want the children to learn.
- The manager and the inspectors completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum is organised.
- A joint observation was carried out by the lead inspector and the area manager. The inspector observed interactions between staff and the children and the impact these have on children's learning.
- The inspectors checked evidence of the suitability and qualifications of staff working with children.
- The inspectors reviewed relevant documentation, including evidence of paediatric first-aid training. The inspectors had a discussion with leaders about the evaluation of the setting and plans for improvement.
- The inspectors 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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