

# Inspection of The Early Years Nursery

The Farmhouse, Langford Lane, Oxford Airport, KIDLINGTON, Oxfordshire OX5 1QT

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Inspection date:

27 September 2023

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**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

Staff know the children well and provide strong levels of support for children's needs, including children with special educational needs and/or disabilities. They offer children uninterrupted experiences at nursery, where they make decisions about their play and lead their own learning. Older children show high levels of motivation and enthusiasm, as they take manageable risks outdoors or solve problems with their friends. They show an eagerness to explore and share their discoveries. For example, children marvel at the collection of insects they find under a tree stump. They excitedly compare the length of the worms and calculate the number of legs on the beetles they see. Babies show equal motivation in their physical play and exploration. They show high levels of perseverance as they work out how to manoeuvre around an obstacle and through trial and error assure their own success.

Across the nursery, staff place high priority on supporting children's emotional well-being. Nurturing staff foster children's sense of self-worth and establish trusting relationships. They place a strong focus on supporting children to regulate their emotions, empowering children to work through their feelings in a way that is meaningful to them. Children play well together in small friendship groups, developing firm connections. They cooperate on tasks, such as scooping buckets of sand to create a giant chocolate cake. Children show they feel happy and settled.

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

- Overall, the curriculum is coherently sequenced and implemented well. The provider has a clear vision for children's learning that is communicated to staff. Staff sensitively support children's progression through key milestones, moving to the next stage of learning only when children are assessed as gaining the necessary skills. They implement suitable strategies to meet children's learning priorities when gaps in learning are observed, such as those resulting from the COVID-19 pandemic. For example, they have modified lunchtime routines to support some older children, with social skills as a priority over independence, until children are ready for this next step.
- Staff introduce children to new language through stories and songs. They read to children with enthusiasm, bringing stories to life through colourful character voices. However, children's language development overall is not robustly supported. At times, staff do not routinely model new language or encourage children to say new words. Children who are less confident to seek out adult interaction and children with identified speech delay, do not consistently benefit from focused support that helps them become confident communicators.
- Children are becoming resilient learners who are keen to try new experiences. They are suitably supported by staff in their discoveries, at times when they

invite staff into their play. Staff supplement children's own knowledge through observations of what has occurred, which help children establish some links to this new knowledge. However, staff support for problem-solving is not frequent enough. On occasions, older children do not receive the stretch and challenge they need and lose focus.

- Staff promote children's understanding of healthy lifestyles well. They actively encourage free exploration of the outdoors area, supervising children suitably as they take manageable risks in their play, such as climbing small trees. Children's dietary needs are well met. They tuck into nutritious, home-cooked meals. Younger children in particular, demonstrate good levels of independence as they expertly serve themselves at mealtimes. All children and especially babies are supervised well at mealtimes, in the event that an incident of choking occurs. Staff maintain a clean and hygienic premises and are respectful of when children indicate they would like a rest.
- The provider holds a robust oversight of performance management issues. She delivers bespoke training to staff that supports their knowledge and skills well, including new staff who have just started their careers in childcare. Staff report favourably on their workload and opportunities for future development, including gaining recognised qualifications. Staff morale is high and staff fulfil their roles well overall.
- Partnerships with parents support consistency in approach between the nursery and home. Parents are well briefed on the ethos of the nursery and the way staff support children's learning. They receive regular updates on their children's learning and how to support this further at home, including through workshops and training events. Staff work effectively with parents and, when necessary, closely with other professionals and agencies to help ensure these children make progress.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good awareness of their safeguarding responsibilities. They benefit from regular training, including specific matters linked to local safeguarding priorities. The provider ensures regular checks on staff knowledge to ensure this is accurate and up to date. For example, using scenarios and questioning. Staff recognise the signs that would give them concern for children's safety and when and how to act on this. Additionally, they effectively identify behaviours that give rise to concerns for an adult's suitability and demonstrate an awareness of the action to take. The designated safeguarding leads hold good oversight on safeguarding matters and takes timely action. The provider follows robust procedures when recruiting new staff, including additional checks for overseas staff, when required.

## What does the setting need to do to improve?

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

- improve staff's support for children's developing communication and language skills so that children who show a delay in speaking and younger children gain confidence in using new language in their play
- strengthen the delivery of the curriculum so that staff provide children with a wider range of opportunities to challenge their thinking and encourage them to solve problems.

## Setting details

<b>Unique reference number</b>	EY496918
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10310186
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	The Early Years Nursery (Kidlington) Ltd
<b>Registered person unique reference number</b>	RP903921
<b>Telephone number</b>	01865922226
<b>Date of previous inspection</b>	18 March 2022

## Information about this early years setting

The Early Years Nursery registered in 2016 and operates from The Old Farmhouse, Oxford Airport in Kidlington, in Oxfordshire. The nursery opens Monday to Friday, from 8am to 6pm, all year round. Children are able to attend for a variety of sessions, including full and half days. The nursery receives funding to provide free early education for children aged two, three and four years. There are 21 staff and, of these, one holds a post-graduate qualification, three hold level 6 qualifications, and seven hold qualifications to level 2 and above. The nursery follows the Pikler approach.

## Information about this inspection

### Inspectors

Melissa Cox  
Nicky Butler

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider and inspector completed a tour of the nursery and discussed how the early years provision and the curriculum are organised in line with the ethos of the nursery.
- The inspectors observed the quality of education being provided indoors and outdoors, and assessed the impact that this has on children's learning.
- The inspector completed a joint observation with the provider.
- The inspectors talked to staff and children at appropriate times during the inspection and took account of their views.
- A meeting was held with the provider to discuss the leadership and management of the nursery. The inspector also reviewed relevant documentation and evidence of the suitability of staff.
- Parents shared their views of the setting with the inspector.

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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