

Inspection of Bright Horizons Oxford Waterways Day Nursery and Preschool

45 Clear Water Place, Oxford OX2 7NL

Inspection date: 13 May 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children are happy and settled at the nursery. Staff greet the children and their families with a warm welcome on their arrival. The premises are safe and suitable, and provide a clean and homely environment for the children to play. Leaders work hard with staff to create an ambitious curriculum for all children. This is based on what staff know about the children and what they want them to learn next. For example, staff comfort new children who are settling in, which helps them to build trusting relationships.

Older children learn about the food they eat and where it comes from. They plant potatoes in the garden and draw a step-by-step guide to take home and share with their parents. Children explore using their senses as they play with sand, experiment with paint, and manipulate dough. Staff regularly introduce new language and resources to extend and build on children's previous learning. For example, when playing in the soil, staff teach children the names of the insects they see, such as 'millipede' and 'worm'. Children are kind and considerate to one another. Staff are good role models and maintain a positive and respectful culture. They have high expectations for children's behaviour and gently remind them of the 'golden rules' during play, such as using their 'walking feet' inside.

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

- Leaders are committed to the continuous improvement of the nursery and have an accurate view of their strengths and areas of focus. They have initiated many helpful measures to support the staff team. For example, staff well-being is given a high priority. Leaders support staff well and provide good opportunities for training. Managers work alongside staff and model practice effectively.
- The nursery is well maintained and offers a variety of spaces for children to play. Staff provide a range of outdoor activities for all children to build on their physical skills. For example, older children negotiate space on wheeled toys and younger children challenge themselves as they practise skills such as balancing on beams.
- Staff plan and provide an interesting curriculum for the children to enjoy. The activities provided link to children's interests and support the next stage in their learning. Staff know their key children well. However, on occasions, less support is provided to build on children's confidence in exploring the range of activities available.
- Overall, staff promote children's communication and language skills. For example, they ask questions to encourage children to talk about what they are doing during their play. However, on occasions, the noise levels in the room for the younger children reduce their ability to listen to what is being said to them, and for staff to hear children. Despite this, staff support children's interest in

books and songs effectively. They encourage children to sing rhymes and regularly read stories throughout the day.

- Children behave well. They are helpful and treat each other with respect. Staff encourage children to learn how to regulate their behaviour, and offer positive strategies to support them in doing this. As a result, children make good choices. Staff help children to gain a good understanding of personal hygiene and healthy lifestyle choices. The menus provided are balanced and nutritious, with a range of fresh fruit and vegetables, and children know to wash their hands before eating food.
- Parents comment that they are happy with all aspects of the nursery. They confirm that communication is effective, including the daily updates received through the online app, which promote continuity of care. Parents like going into the nursery to drop off and collect their child as they get to speak to the key staff who have cared for their child throughout the day.
- Leaders maintain effective arrangements to ensure children's safety. For example, appropriate recruitment checks are maintained. Suitable risk assessments are in place to ensure that the nursery and staff practices are safe. For example, staff ensure that their mobile telephones are not used in the areas where there are children. Staff confirm that they receive good levels of support to promote their well-being. Agency workers explain that their induction is effective in helping them to fulfil their roles and responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- encourage children's confidence to help them to move around and make decisions in their play
- improve the environmental factors to fully promote and support children's communication and language skills.

Setting details

Unique reference number	EY347496
Local authority	Oxfordshire
Inspection number	10343658
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 5
Total number of places	100
Number of children on roll	65
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01865 593869
Date of previous inspection	30 September 2019

Information about this early years setting

Bright Horizons Oxford Waterways Day Nursery and Preschool is one of a large national chain of nurseries owned by Bright Horizons Family Solutions. It registered in 2007 and is situated in the northern area of Oxford. It is open Monday to Friday from 7.30am to 6pm, throughout the year, except for bank holidays. The provider is registered to provide funding for free early education for children aged two, three and four years. The provider employs 19 staff to work with the children. Of these, 11 staff hold qualifications at level 3.

Information about this inspection

Inspectors

Tracy Bartholomew
Maria Conroy

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 provider and have taken that into account in their evaluation of the provider.
- The inspectors observed staff's teaching with children during their play, activities, and daily routines. They spoke to staff and children during the inspection.
- One of the inspectors completed joint observations with the early years coordinator.
- The inspectors held a meeting with the managers and they reviewed a sample of paperwork during the inspection, including evidence of the suitability of staff working with children.
- One of the inspectors gained parents' views through discussions with parents who were available on the day of the inspection and through written feedback.
- The manager showed one of the inspectors documentation to demonstrate the suitability of staff.

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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