

# Inspection of Wolfson College Day Nursery

Linton Road, Oxford, Oxfordshire OX2 6UD

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Inspection date: 25 July 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are welcomed by positive, happy staff. Families are nurtured at the setting, and staff place family photos all around for children to look at. Staff get to know children well, gathering relevant information from parents to support them to settle. For example, children's home languages are recognised and depicted in the environment. The nursery includes all children well. Children with special educational needs and/or disabilities (SEND) are particularly well supported.

Staff plan walks through the college grounds and visits to local museums. Children develop a strong exploratory sense of learning and become confident and independent. When children behave in a way that may not be appropriate, staff calmly diffuse the situation and distract children, meeting the specific needs of each child.

Leaders understand the importance of early language skills. Children enjoy stories and songs throughout the day, which provides excellent opportunities for improving their speech and language. Staff support children's emerging language and communication skills well. They introduce new words and encourage children to think back to activities, recapping on previous learning. Staff make good use of a broad range of resources aimed at supporting children's mathematical understanding. For example children learn about quantity and number by tipping, pouring and measuring in the sandpit.

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

- Leaders create an environment where children are happy, settled and have wonderful relationships with staff. Children become very fond of their key person. This promotes their emotional well-being and supports them to explore the setting confidently. Staff put time into getting to know the families and reflect this in the children's environment.
- Leaders have a clear vision for the curriculum and work well with other relevant professionals to support all children to make good progress. Although there are arrangements to provide staff with regular supervision sessions, these are not fully effective in identifying some gaps in the quality of teaching. As a consequence, some staff are more confident and effective than others in supporting children's learning and development. Although teaching is strong overall, at times some interactions do not support children's learning as effectively as possible.
- Staff put in place good arrangements to support children with SEND. Key staff work closely with parents and other professionals to ensure that children's individual needs are understood and met. All children make good progress from their starting points. Staff give good consideration and support to children to

help them move on in their education beyond the nursery.

- Staff successfully help children to develop a love of books. Children handle these with care and consideration. Some children are confident in the story content, recalling and joining in with the story. Most staff read to children in a way that excites and engages them. They select puppets and props to animate the story, successfully including all children. Children enthusiastically join in with regular singing sessions, which also promote their language well.
- Staff plan exciting opportunities to develop children's understanding of mathematics and science, and teaching in these areas is strong. Children learn exciting new language and explore mathematical concepts. They benefit from regular activities that focus on exploring science. Children follow instructions well and recall words learned previously. Staff talk about chemical reactions and explore what these mean in an engaging way.
- Arrangements to support parents are positive. Parents are united in their feedback about how 'wonderful' the setting is. They exchange information daily and receive regular, relevant feedback and information about their child's development. Parents know their child's key person well.

## **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:**

- enhance the support and coaching offered to staff to better target gaps in their teaching practice.

## Setting details

<b>Unique reference number</b>	134014
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10351341
<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>	1 to 4
<b>Total number of places</b>	31
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Wolfson College
<b>Registered person unique reference number</b>	RP518098
<b>Telephone number</b>	01865 274074
<b>Date of previous inspection</b>	26 October 2018

## Information about this early years setting

Wolfson College Day Nursery registered in 1992 and is run by the governing body of the college. It is located to the north of Oxford city centre. The nursery serves the local area but gives priority to children of students and staff of the college. The nursery is open on weekdays from 8.30am until 5.30pm for 49 weeks of the year. It receives funding for the provision of free early education for children aged three years. The nursery employs eight staff. Of these, two hold qualified teacher status and five hold relevant qualifications at levels 2 and 3.

## Information about this inspection

### Inspector

Stephanie Dorling

## 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 manager and the inspector completed a learning walk and discussed the aims behind the early years curriculum.
- The inspector held conversations with staff to take into account their views.
- The inspector and the nursery manager conducted a joint observation.
- Conversations were held with parents to consider their views.
- The inspector spoke to children about what they liked at nursery,

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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