

The Oxford Nursery Littlemore Park

Inspection report for early years provision

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Inspector Sonjia Nicholson

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Oxford Nursery Littlemore Park has been registered since 2009. It is privately owned and is part of a small chain of four nurseries situated within Oxfordshire. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It may provide care for a maximum of 107 children under eight years, of which 51 may be under two years at any one time. The nursery provides full day care for children in the early years age group and before, after school and holiday care for children in the older age group. There are currently 23 children on roll.

The nursery is a purpose built, single storey building situated in the Littlemore area of Oxford. There are five base rooms, including the 'Bodleian' library, the 'Sheldonian Theatre' room, two sleep rooms, a changing room and children's bathroom facilities. There is an office, parents meeting room, kitchen and the communal 'Quad' area used for meal times and additional activities. There is a level car park, wide doorways and an accessible toilet suitable for disabled children and adults. There is a large grassed area for outdoor play with a separate garden used by children aged under two years. The patio area is covered providing shade for outdoor play with fixed climbing equipment. There is an allotment and outdoor cooking area.

The nursery is open each weekday from 7.30am to 6.30pm all year round, excluding bank holidays. The Manager and Registered Person both hold the Early Years Professional Status qualification and a further four staff hold qualifications to National Vocational Qualification at level 3. The nursery provides children with yoga, salsa dance and Oxford United ball skills sessions during the week. The nursery receives support from Oxfordshire Early Years Team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this welcoming environment where staff provide good learning opportunities to meet their needs and ensure they make progress. The family grouping helps children to feel happy and settled and they relish the opportunity to explore and participate in a range of well-planned activities covering all areas of their learning and development. The setting demonstrates a good capacity for continuous improvement through the detailed action plan in place which all staff contribute their ideas to. Plans for the future include developing the key person system and introducing a snack time where children can independently select their own food and drink whenever they want. The staff are very enthusiastic in their delivery of this plan and strive to make improvements in this newly established setting.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- update the complaints policy to ensure parents are fully aware of all the methods by which they can raise a complaint and devise a log to record any written complaints.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of how to safeguard children. They are all required to complete safeguarding training and follow the written policy in place to protect children from possible abuse. There are a number of robust procedures in place to ensure only suitable staff are appointed, for example, references are taken up with previous employers, information is gathered about health issues and Criminal Record Board checks are completed. All staff have job descriptions so they know what is expected of them and annual appraisals are held to discuss performance and development. Staff have their own roles and responsibilities within the team, for example, Equal Opportunities Coordinator. Peer observations are made to analyse each other's practice which ensures consistency and good practice throughout the setting. New staff take responsibility for reading the policies and procedures in place and are given a mentor to guide them through their probationary period and ensure they successfully implement them. All staff are easily identified by visitors, parents and children as they wear a uniform and name badge. Security of the building is good as staff can see who is approaching through the many large windows and glass fronted foyer. Only staff are authorised to open the door and parents are reminded not to open the door for other parents or unknown adults to maintain children's safety. Visitors are required to sign the visitors book and are accompanied by staff at all times during their visit. Staff follow the policy which does not allow them to use their mobile telephone whilst at work as an added measure to safeguard children. There are very detailed risk assessments in place and a member of staff takes responsibility for making daily checks of the premises so children do not come to any harm; staff update the document to show the action taken, most recently removing stinging nettles from the garden. The environment is generally safe with stair gates used to prevent access to some areas, however, some display boards have the remains of staples and paper on them which poses a hazard to children.

As a new nursery, it is currently operating below its full capacity so children enjoy high staff ratios and have ample opportunities to explore the many rooms. For example, the 'Bodleian Library' where they access a wide selection of fiction and non-fiction books and begin to learn pre-reading skills. They are grouped as a 'family' so children of all ages benefit from playing and socialising together. Staff are very aware of the need to be flexible as the numbers of children increase and recognise changes will be needed to be made to ensure their vision of the nursery is successful. The manager is a good role model for staff as she sets high standards and promotes team work; consequently, the day runs smoothly and staff support one another, for example, helping the newest member of the team at lunchtime. There is an outstanding range of high quality toys, resources and equipment available to meet children's needs. They are easily accessible to children at their

level and provide opportunities for them to solve problems, use their imagination and develop their physical skills. All staff have been involved in devising the action plan which shows clear plans for the future. Parents' views are also sought via questionnaires and highly valued by staff. Their thoughts are that the nursery is a great place where they feel confident to leave their children. They feel staff are friendly and caring and the management team is professional in their approach. Parents spoken to during the inspection comment on the fact children are keen to come and make good progress during their time at the nursery. Prospective parents receive a comprehensive range of information about the setting and pre-visits are arranged to help children settle. During these visits, each child is assigned a key person who gathers personal details from parents about their child's individual routines, likes and dislikes in order to provide appropriate care. Staff value children's differing linguistic backgrounds and ensure there are opportunities for them to use their home language in their play. Staff use familiar words and phrases to help children feel included, for example, 'diaper' instead of 'nappy'. They offer both verbal and written feedback and use a translation website if necessary, for example, they provide feedback in Italian to non-English speaking grandparents so they feel involved in their grandchild's care. There is a range of well-written policies and procedures covering all aspects of the provision, however, the complaints policy needs amending to ensure it contains details of all the methods parents can use to make a complaint. A log is also required to record any written complaints. The setting has formed partnerships with the Oxfordshire Early Years team and other professionals who provide strong support to staff.

The quality and standards of the early years provision and outcomes for children

Children have exceptional opportunities to achieve during their time as this unique setting provides a vast amount of space for them to play and learn. The Nursery Director and Manager have used ideas gathered during a fact finding visit to Denmark where they looked at Scandinavian educational methods to explore new ideas within the setting, for example, creating the 'Sheldonian Theatre' where children extend their imagination as they dress-up and role play. The space allows them to dance, use a wide range of musical instruments and move to music with twirly ribbons. Another idea that has been implemented is the use of waterproof suits so children can play outside whatever the weather. The garden area is very well resourced so that children develop their physical skills; for example, one child pushes herself along on a trundle toy then confidently climbs onto the see-saw. She holds onto the handles and sings to herself 'see-saw, see-saw'. Other children climb the steps of the climbing frame then whizz down the slide, kick and throw footballs and use hula hoops. Staff support children's physical development, for example, holding hands and walking alongside a baby to encourage them to walk. The setting has introduced a 'Kiddie Keep Fit' campaign aimed at making exercise fun and preparing children for physical education sessions at school. Children have great fun in the soft play room where they climb inside the tents and tunnels and grab and roll balls. Babies sit or lie on the floor and safely roll and stretch to grasp toys within their reach. Children feel safe as there are robust recruitment and vetting procedures to ensure they are cared for by suitable staff. These staff offer good supervision at all times and help children settle well by offering lots of

cuddles and reassurance.

Children are developing consistent hygiene routines as they wash their hands in the bathroom after using the toilet or having their nappy changed. They have excellent protection from the spread of infection as staff implement a number of well-established routines, for example, wearing gloves when applying sun cream, changing nappies and handling food and using anti-bacterial spray to clean the tables before and after mealtimes. Children play safely in the garden as staff ensure they are well-protected from the sun; they apply sun cream supplied by parents and ensure hats are worn. Children independently select beakers of water which have photograph labels on them so even the youngest of children can recognise their own. This means children have plenty to drink and do not become thirsty during the day. Snack times provide children with nutritious food, for example, sliced pear, raisins, crackers, cheese and cucumber. Staff are keen to introduce a rolling snack bar to further encourage children's independence and help them to make healthy choices whenever they choose. Seasonal menus are devised by the Nursery Director and include an exotic range of meals from around the world, such as, Moroccan Chickpea Stew, Louisiana Rice with chicken and pork, Kashmiri Coconut fish curry, Chicken Maryland and Garden Pie with Irish Colcannon. This provides children with a diverse range of textures and flavours and helps them understand food from other cultures. The majority of staff have undertaken food hygiene training and as a cook is not currently employed they prepare meals to a high standard, including a daily vegetarian option. Children are involved in the 'Food - a fact of life' initiative set up by the British Nutrition Foundation which provides a progressive approach to healthy eating, cooking, food and farming. As a result, children are actively involved in planning meals and preparing them, for example, 'Picturesque Pizzas' and 'Pleasing Pasta'. They also harvest the potatoes and radishes they have grown in the garden. Children are particularly well behaved at mealtimes and most staff encourage them to develop good table manners and to say 'please' and 'thank you'. Children respond positively to the reward chart in use and take some responsibility for this by clapping if they think they have behaved well to receive a sticker. Staff manage inappropriate behaviour, such as, a child refusing to sit at the table, very effectively using techniques, such as, distraction.

Children's individual learning and development needs are met as staff undertake worthwhile observations; they also use photographs effectively to evidence this and maintain detailed assessment records which show that children are making good progress. Children take part in a comprehensive range of well-planned activities that relate to all six areas of learning, for example, they are beginning to learn about sustainability by using recycled materials, such as, yoghurt pots and washing up bottles to create a large outdoor piece of art. By taking part in this activity, they are making a positive contribution to the local community by supporting Oxford Art Week. Children have ample opportunities in the well-equipped writing area to make marks with a variety of media, such as, chunky chalks and pens. Children relate well to staff and enjoy good interaction from them in their play. Staff constantly talk to the children, make comments and ask questions to make them think. As a result, children are confident speakers and often initiate conversations with adults.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

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|------------------------------------------------------------------------------------------------------|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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|------------------------------------------------------------------------------------------------------|---|
| How effectively is the Early Years Foundation Stage led and managed? | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met