

Holmwood Nursery Ltd

Holmwood, Foxcombe Road, Boars Hill, OXFORD, OX1 5DL

Inspection date	16/01/2014
Previous inspection date	24/05/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- There is a high staff to child ratio so that children receive good quality support at all times.
- The strong focus on communication and language, and on developing children's personal and social skills, is a particular strength of the nursery. As a result, children make particularly good progress in these areas.
- There is very good support in place for children with special educational needs and/or disabilities to help them settle in the nursery and to make progress in their learning and development.
- Staff make good use of the extensive outdoor area to provide stimulating learning opportunities and to promote children's physical development successfully.

It is not yet outstanding because

- Some teaching is of very high quality but this is not always consistent in all activities and across the staff team, such as making the best use of open-ended questions.
- Some resources are not always easily accessible or presented more invitingly to encourage children to explore them readily.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities both indoors and outside.
- The inspector talked to staff, the registered provider and parents at appropriate points during the inspection.
- The inspector took account of the nursery's self-evaluation form.
- The inspector completed a joint observation of a play activity with the registered provider.
- The inspector sampled documentation, including children's assessment records, comments from parents and staff training records.

Inspector

Gill Little

Full report

Information about the setting

Holmwood Nursery registered as a limited company in 2008 and has been operating as a nursery since 1985. It is located in converted residential accommodation in the Boars Hill area of Oxford. The accommodation includes three play areas, a conservatory, toilet facilities and extensive woodland gardens. The intake of children is from a wide catchment area of approximately 20 miles. The nursery is registered on the Early Years Register and is caring for 35 children in the early years age range. It is registered on both the compulsory and voluntary parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. It is open during term time only, Monday to Thursday from 8am to 3.30pm and on Friday from 8am to 1pm. The nursery is in receipt of funding for the provision of free early education for children ages three and four years. It employs nine staff, seven of whom hold relevant qualifications, including staff who have attained Early Years Professional Status and Qualified Teacher Status. In addition, two staff are completing further qualifications.

What the setting needs to do to improve further

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

- enhance the consistency of high quality teaching across the staff team, such as encouraging staff to use open ended questions more routinely
- enhance the presentation of some resources, with particular regard to books and dressing up clothes, to make them more accessible and inviting to children.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children settle quickly on arrival in the nursery and staff are readily on hand to support them in their play activities. The high adult-to-child ratio ensures that staff can focus well on children's individual needs, such as giving them individual attention or planning spontaneous activities to reflect their learning requirements. Children focus well as they engage in a painting activity and staff make good use of discussions overall to extend their learning, such as reciting related nursery rhymes. Well-planned activities help children to develop skills in specific areas. For example, while playing with toy vehicles, houses and people, children listen to staff telling a story about the people with a strong focus on identifying sounds and letters. Staff extend the activity further by referring to relevant sound and letter books and providing whiteboards and pens to encourage children to recognise letters and to make marks. Children join in enthusiastically with a singing

session that staff enhance successfully with the use of musical instruments. Children enjoy the responsibility of choosing songs from a choosing board and show that they are familiar with the words and actions. Staff use mathematical language routinely and successfully throughout activities, such as teaching children to count the legs on a spider or talking about the concept of bigger and smaller. Staff focus very well overall on promoting children's communication and language skills, and their personal and social skills. They interact with children at length, keeping discussions going by narrating children's play, extending their ideas and making suggestions. Children become confident communicators as a result. Some aspects of teaching are of very high quality although this is not fully consistent across all activities and across the staff team. For example, staff do not always make the best use of open ended questions to encourage children to be more creative in their responses.

The learning environment overall is stimulating with an interesting range of resources which are generally easily accessible. Children explore with confidence and are able to follow their own interests. Resources and activities reflect all areas of learning and staff make good use of the outdoor space to provide activities on a larger scale than indoors. However, some resources are not always easily accessible or more invitingly presented. Dressing up clothes hang on a rail that is too high for younger children to reach and books are sometimes out of reach and not always thoughtfully presented.

Very good support is available for children with special educational needs and/or disabilities. Staff are very patient and follow well thought out strategies to help engage children in positive learning experiences. This approach is successful in helping children to make progress relevant to their starting points, such as engaging positively with other children. Staff work very closely with outside agencies and parents to meet children's individual needs. Parents are very complimentary about the nursery's dedication to supporting their children. The nursery also provides effective support for children who are learning English as an additional language through the strong focus on promoting all children's communication and language skills.

The nursery has an effective system in place to assess children's progress and promote their ongoing development. Staff take good account of children's starting points in learning when they first attend through discussions with parents and initial observations. They assess children's progress routinely, keeping informative records of children's achievements and they share their findings readily with parents. All staff contribute to the planning process so that full account is taken of their key children's individual needs. Key persons are familiar with children's next steps in learning so that they can support their development effectively throughout play activities. The nursery is in the process of carrying out required progress checks for children aged two years and intends to involve parents closely in this process. Parents are complimentary about the nursery stating that they feel well informed about their children's progress.

The contribution of the early years provision to the well-being of children

Children receive high levels of attention from staff who have a kind and friendly approach. They develop positive relationships with other children and the adults who care for them, demonstrating that they feel secure and safe. They engage well in activities and show good levels of concentration. Staff have a very positive approach to supporting children's behaviour, helping them to reduce conflict and to share resources in a calm and friendly manner. As a result, children understand behavioural expectations and know that their actions can impact on others. Such skills support children well to be emotionally ready for their next stages in learning, such as moving up to school.

The nursery makes good use of the extensive outdoor area so that children have daily opportunities for fresh air and physical exercise. There is a good range of stimulating activities and resources for children to explore and staff routinely take children on walks around the grounds. Children join in enthusiastically as they chase footballs and they develop different ways of moving, such as swinging and bouncing, as they explore the playground equipment. Staff help children to understand the effect of exercise on their bodies, such as asking them if they feel warm and talking about their heartbeats going faster. Children enjoy a healthy diet and staff are proactive in supporting their understanding of the importance of this. Staff encourage children to talk about foods that are good for them and help them to develop descriptive vocabulary to explain different tastes. Children learn about the importance of staying safe as staff talk to them about safety procedures during outings in the nursery grounds.

The effectiveness of the leadership and management of the early years provision

The registered provider demonstrates a clear understanding of her responsibility to meet the legal requirements of the Statutory framework for the Early Years Foundation Stage. There are clear procedures in place for staff to follow if they have safeguarding concerns about children. The nursery provides relevant safeguarding training for all staff to keep their knowledge and understanding up-to-date. Daily and monthly checklists, together with high levels of supervision, help to provide a safe and suitable environment for young children. Visitors and parents are not able to access the premises unsupervised and effective arrangements prevent children leaving the premises without an adult. The nursery ensures that all adults caring for children have appropriate background checks and that children are not left unsupervised with anybody without these checks.

Rigorous procedures are in place to ensure that all staff are suitable to carry out their roles and responsibilities. They receive relevant training as well as support from existing staff so that they are clear about policies, procedures and legal requirements. Staff receive regular appraisals and opportunities for further training so that they can enhance their professional development. Recent training regarding speech and language is already having an impact on staff practice, such as making more use of descriptive commentary to support children's learning.

The registered provider monitors practice in the nursery on an ongoing basis through observations, checking children's development records and through discussions with staff

during meetings. There is an effective process to monitor children's development and to identify children who need additional support. These procedures ensure that all children are making progress relevant to their starting points and capabilities in all areas of learning.

The nursery has a positive approach to self-evaluation and actively welcomes feedback from parents, such as through discussion and questionnaires. There is a strong focus on encouraging staff to contribute their ideas to the running of the nursery so that they feel valued as employees. Staff record children's responses to activities during circle time, keeping a record of these in their development files, and take account of their views when planning further activities. Since the last inspection, the nursery has made policies more user-friendly for parents by providing a summary document of those which are most significant. The registered provider is planning to enhance the observation, assessment and tracking process to further support staff in monitoring children's progress.

The nursery develops positive partnerships with parents, outside agencies, other settings children attend and schools to which they will transfer. Staff develop useful links with local schools, such as exchanging visits in order to promote continuity for children when they leave the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY368754
Local authority	Oxfordshire
Inspection number	950596
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	35
Name of provider	Holmwood Nursery LTD
Date of previous inspection	24/05/2011
Telephone number	01865 327 066

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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