

The Oxford Nursery Littlemore Park

2 Armstrong Road, Littlemore Park, Oxford, Oxfordshire, OX4 4XT

Inspection date	03/12/2013
Previous inspection date	25/05/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children form warm relationships with staff who meet their care needs consistently, This effectively supports children's personal, social and emotional development.
- There is a comprehensive system in place for tracking children's progress to ensure that staff identify and address any gaps in learning effectively.
- Staff are well trained and knowledgeable about how to keep children safe and secure. They follow comprehensive safeguarding procedures and risk assessments to supervise and protect children at all times.
- Staff and parents work well together to share information about their children and to support learning and development at the nursery and at home.

It is not yet outstanding because

- Children are not always able to choose from a wide variety of materials during art and craft activities to fully express their individuality.
- Staff do not always make the best use of visual aids and other resources to extend children's learning, particularly during large group sessions.

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 children's activities indoors and in the garden.
- The inspector held discussions with the management team and talked to children, staff and key persons throughout the inspection.
 - The inspector looked at various documents, including a sample of policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.
- The inspector took account of the views of parents and grandparents spoken to on the day of the inspection and from written feedback questionnaires.
- The inspector carried out a joint observation with the deputy manager of a Scholars session.

Inspector

Maxine Coulson

Full report

Information about the setting

The Oxford Nursery Littlemore Park registered in 2009 and is located on the eastern outskirts of Oxford. It is privately owned and is part of a chain of five nurseries within Oxfordshire. The nursery is a purpose built, single storey building with five base rooms and associated facilities. It provides different rooms for different areas of learning, such as a library, theatre, construction room, creative room and soft-play room. Children are placed in family groups of mixed ages and all have access to the different areas. Outdoors, there is a large grassed area sectioned into different areas. The covered patio area provides shade; there is fixed climbing equipment, an allotment and an outdoor cooking area. The nursery provides additional sessions in sport, music, martial arts, cooking and storytelling.

The nursery is registered on the Early Years Register and is caring for 98 children in the early years age range. It is registered on both the compulsory and voluntary parts of the Childcare Register to care for older children. The nursery cares for children with special educational needs and/or disabilities, children learning English as an additional language, children from disadvantaged backgrounds and other vulnerable groups. It is open each weekday from 7.30am to 6pm all year round, excluding bank holidays. It can provide additional care for children during all school holidays. The nursery is in receipt of funding for the provision of free early education for children ages two, three and four years. It employs 22 staff, of whom 17 hold relevant qualifications, including staff who have attained Qualified Teacher Status and Early Years Professional Status. The manager and provider have both attained Early Years Professional Status. In addition, five staff members are working towards further qualifications at levels 2 and 3.

What the setting needs to do to improve further

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

- provide a wider choice of media and materials for art and craft activities to encourage children to express their individuality.

- extend the use of visual aids and other resources to promote children's learning further, particularly during focused group activities, such as singing and letter/sound sessions.

Inspection judgements

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

The nursery has a comprehensive system in place to identify children's starting points on entry, to track their progress and to identify further learning needs. Staff make detailed

observations of children's development to plan monthly next steps for individual children. They monitor this process carefully, assessing how well children are achieving their next steps and planning activities accordingly. Key persons and senior managers know children well and talk confidently about their individual interests and capabilities. Colour-coded tracking sheets of all children in the nursery clearly illustrate those who are on track for their ages, those who are ahead and those who need additional support. The nursery works closely with parents and external agencies to agree strategies for such support, such as for children with special educational needs and/or disabilities. Key persons and other staff are familiar with these strategies, using them effectively to enable children to make good progress. Staff are sensitive to the needs of children as individuals, such as considering circumstances affecting their development. They provide good support for children learning English as an additional language. They make effective use of their own knowledge of other languages and encourage children to extend phrases and sentences in English. Staff provide routine feedback to parents about children's progress and they complete required progress checks for two-year-olds. Parents contribute to children's records and inform staff about children's experiences at home, so that staff can build on these. Parents are complimentary about the nursery and state that their children enjoy attending. As a result of these processes, children overall are making good progress from their starting points. The impact of funding for free early education is good.

Children enjoy a variety of activities within their family groups, moving around the spacious nursery routinely to benefit from different areas focusing on different learning outcomes. Such areas include a library, a creative room, a physical play room and a theatre room, providing opportunities for a wide range of activities. An enthusiastic singing session demonstrates that older children are familiar with the words and the actions while younger children join in according to their capabilities. Staff promote children's understanding of mathematical concepts routinely through everyday routines. Children learn about shapes, such as rectangles, squares and triangles, as staff discuss the shape of their toast at snack time. They become engrossed making a duck pond in the vegetable patch, working together to dig out the soil. Staff encourage children to speculate and test ideas to find out which lining prevents water from seeping through. Children work out that aluminium foil retains water while tissue absorbs water, successfully enhancing their awareness of the properties of materials. Staff adapt activities for different ages, providing younger children with more support and older children with more challenge. Children concentrate well as they make representations of ducks during a creative session, during which staff use good interactions to support language and mathematical development. However, children use the same resources to make their creations so they all end up looking very similar, which reduces children's ability to express their individuality. Older children take part in a Scholars session twice a day, which staff use to provide more challenging activities. Children learn to listen to instructions and to be attentive as staff encourage them to use their 'listening ears'. Staff support children's awareness of sounds and letters, encouraging them to repeat sounds, think of words beginning with a particular letter and to draw the letter with their 'magic' fingers. Staff sometimes use visual aids and other resources to support large group sessions but do not always do this consistently or successfully to further enhance children's learning.

Staff support children's future moves to school successfully, such as inviting reception class teachers into the nursery to share information. The nursery also provides helpful

documents about children's progress to their new schools to promote continuity. As a result, children are well supported as they move on to the next stage in their learning.

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

The key person system works well. Staff are caring and sensitive, supporting babies and older children to form secure, emotional attachments. This approach, provides a firm base to promote their personal, social and emotional development. Discussions with parents on entry about children's likes and dislikes, together with a very effective settling-in policy, ensure that children settle quickly and happily. Children new to the nursery soon become familiar with the rhythms and routines of the day and form close friendships.

The family group approach works well as older children show care and attention to younger children and younger children learn from older ones. Where requested by parents, siblings can be in the same group enabling them to spend time together. This approach also enables children to stay with the same key person for a long period of time, and in some cases from starting as babies to leaving for school. This provides good continuity for both children and parents.

Staff have a consistent approach to behaviour management. Children respond well to positive praise and encouragement as they persevere with tasks. Staff explain about sharing, they distract children as necessary with other resources and talk about how actions affect the feelings of others. Staff are fully aware of the need to manage behaviour in an appropriate way that is relevant to individual children's ages and levels of understanding. Staff manage any minor disagreements calmly and sensitively. They encourage children to think of ways to resolve the situation themselves. As a result, children develop their self-esteem, feel good about what they do and understand the boundaries of appropriate behaviour. Staff teach children to manage their own personal care needs in readiness for school. For example, pre-school children serve themselves at mealtimes, and pour their own drinks. Babies are encouraged to feed themselves, with the sensitive support of their key person. Staff teach children effectively about the world they live in, providing a variety of toys that reflect diversity and positive images. Children play and learn in an environment where they are developing a good understanding of respecting differences. As a result of these strategies, staff are preparing children well emotionally for their next stages in learning.

Children have daily access to the large outdoor play area, where they participate in physical exercise as they climb up the steps of a large climbing frame and whizz down the slide. They benefit from fresh air and exercise as they have great fun, laughing and shouting with delight as they race around the garden chased closely by a energetic member of staff.

Staff promote children's awareness of good hygiene routines through role modelling good practice. For example, children know that they wash their hands to 'get rid of germs', before they eat and after using the bathroom. Children enjoy a range of healthy, nutritious meals and snacks and regular drinks to support their physical well-being. Staff discuss

children's dietary requirements with parents when children start in the nursery. They share this information effectively so that all staff are fully aware of children's allergies and food preferences and can meet their individual needs. Staff ensure that children are safe in the indoor and outdoor environment. For example, they make daily checks to remove any hazards prior to children accessing the activities on offer. Children develop an understanding of keeping themselves safe by participating in evacuation practices. The equipment and resources are safe, clean and well-maintained. Resources are developmentally appropriate to meet the individual needs of all the children attending.

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

The manager has a clear understanding of her responsibility to meet the requirements of the Early Years Foundation Stage. All staff have recently undertaken safeguarding training, to update their knowledge and skills in this area. As a result, they have a good understanding of what to do and who to contact in the event of a cause for concern. Procedures for recruiting, vetting and checking staff effectively assess their suitability to work with children. A thorough induction process, which takes place over several weeks and includes a probationary period, means that all staff are fully aware of their roles and responsibilities. Effective risk assessments minimise hazards and reduce the risk of accidents, enabling children to learn and play in a safe environment. Security of the nursery is good. Visitors enter through the reception area and staff verify identification. This minimises the risk of intruders entering or children leaving the premises unsupervised.

Children are supervised by staff who are deployed effectively and required ratios of staff to children are maintained. Any incidents and accidents are recorded in detail stating what happened, the treatment that followed and subsequent actions taken. All staff hold a current first aid certificate and are knowledgeable about how to respond quickly and appropriately to maintain children's safety. The manager is fully aware of the relevant agencies that need to be informed, including Ofsted.

Good procedures are in place to monitor children's progress and to plan activities covering all areas of learning. The management audit planned activities on a monthly basis to make sure there are no gaps in learning. These procedures ensure that children receive a wide range of experiences enabling them to make progress in all areas.

The management team work together with less confident and experienced staff to help them improve and develop their knowledge, understanding and skills. Regular appraisals for all staff identify their professional development and training needs in order to improve learning outcomes for children. The manager is dedicated and fully committed to her role and effectively identifies areas of development to ensure continuous improvement. Self-evaluation is used as an ongoing, working document and the manager is fully aware of the nursery's strengths and weaknesses. Clear, detailed action plans are in place that identify prioritised targets for improvement. Contributions from parents, staff and children are welcomed, responded to and acted upon. Staff have positive relationships with parents, which results in children's individual care needs being met and ensures that they have good knowledge of their likes, dislikes and interests. Staff liaise well with external

professionals and have firm links with other early years providers, which promotes continuity of care and learning. Parents are highly complementary about the care their children receive and the service provided. They are appreciative of the information they receive about their children's learning and the opportunities they have to look at their learning journal records. Parents say that they 'can't fault the nursery' and that children 'love coming here and don't want to go home'.

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	EY402919
Local authority	Oxfordshire
Inspection number	940782
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	107
Number of children on roll	80
Name of provider	Acacia Care And Education Limited
Date of previous inspection	25/05/2010
Telephone number	07950037619

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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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