

Hunsdon House Nursery School



12 - 14 Osler Road, Headington, Oxford, Oxfordshire, OX3 9BJ

Inspection date 28 January 2015
Previous inspection date 25 January 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Children are highly motivated to explore and learn in this vibrant nursery school. They are able to choose freely from an attractive variety of manmade and natural materials. These support children's sensory development extremely well.
- Children flourish because the staff know them well. They have exceptionally strong relationships, which supports children's emotional development.
- The quality of teaching during child-initiated play and group sessions is exemplary. Staff are very knowledgeable in how children learn. Activities encourage children to be active and inquisitive and they make outstanding progress in their learning.
- Staff support children's developing language and thinking skills well. Staff are positive role models, using ambitious vocabulary and having high expectations of children's abilities. Children respond to this by expressing higher-level thinking and problem solving skills.
- Staff have a gentle and unhurried approach to children. They are reminded of expectations and boundaries in a respectful manner. In response, their behaviour is excellent.
- The nursery school staff have a strong focus on celebrating diversity. Most staff are bilingual and there is an emphasis on learning a variety of languages through stories and songs. This supports children's awareness of other cultures extremely well.
- The leadership team are highly effective in driving improvement. Staff form a close and supportive team, committed to providing excellence for children in all areas.

What the setting needs to do to improve further

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

- enhance partnerships with parents further by providing more opportunities for them to share information about their children's learning at home.

Inspection activities

- The inspector observed children during child-initiated play and in group times, and staff interactions with them.
- The inspector sampled documents including policies, registers and records of children's learning.
- The inspector spoke to parents and took into account their views.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector and deputy manager had discussions about a jointly observed group session.

Inspector

Natasha Crellin

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Staff use their expert knowledge about how children learn to provide an outstanding range of learning opportunities. They accurately assess children's progress, and ensure teaching reflects children's interests and stages of development. This ensures each child makes rapid progress. Children are highly motivated to choose freely from the abundance of stimulating and exciting resources during their play. Children look up facts in a book on Canada geese before making their own moving models of migratory birds. Staff support conversation as children ask questions about cold countries and polar regions. They make good use of the exciting garden, which offers them daily opportunities to interact with nature and develop their physical skills. Children are excited to hear rain on the roof of their play house and to be outside in a variety of weathers.

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

Children demonstrate high levels of self-control and independence. They are engaged at all times. Staff deploy themselves well. This means they are on hand to support children quickly and effectively. Staff speak to children quietly and respectfully. As a result, children's behaviour is excellent and they have strong self-esteem. Parents speak highly of the emotional and physical support the key person offers their children. They feel their children are, 'cherished' in the setting, and that staff know them well as individuals. They enjoy clear communication about their children's progress and, overall, share effective information about their children's learning at home. Staff work closely with other professionals to support and promote each child's learning needs. Close relationships with teachers at local schools support children as they prepare to move up to school.

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

The leadership team and the staff work closely together to create a harmonious and welcoming environment. They have a clear understanding of their responsibilities towards meeting the learning and development requirements. Robust analysis of assessment information means gaps in learning are quickly identified and addressed. Safeguarding children is of the highest priority for staff. Robust procedures ensure staff are fully vetted before they begin working with children. Staff are knowledgeable in safeguarding and know the procedures to follow if they are concerned about the welfare of a child. Policies support staff knowledge and clearly describe the appropriate use of mobile phones, cameras and whistleblowing procedures. Daily checklists and written risk assessments ensure the building, toys, resources and activities are safe for children. Highly effective staff supervision monitors performance and identifies training needs. Experienced staff act as mentors. This creates an environment where staff can reflect on their practice. This ensures they are continually improving their skills and knowledge.

Setting details

Unique reference number	EY316340
Local authority	Oxfordshire
Inspection number	834483
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	36
Name of provider	Helle Helga Angeleri
Date of previous inspection	25 January 2012
Telephone number	01865 762704

Hunsdon House Nursery School was first established as a privately owned nursery school in 1923. It has been registered under new ownership since December 2005. The nursery is situated in Headington, on the outskirts of Oxford. The nursery occupies two rooms on the ground floor of a detached property and there is access to a surrounding garden. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four. It is open for 39 weeks a year, operating on Monday, Tuesday, Thursday and Friday from 9am to 2:30pm, and on a Wednesday from 9am to 12pm. The nursery supports children for whom English is an additional language and children with special educational needs and/or disabilities. There are six members of staff employed to work with the children. Of these, four have appropriate early years qualifications.

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