

Inspection of Bright Horizons Oxford Waterways Day Nursery and Preschool

45 Clear Water Place, Oxford OX2 7NL

Inspection date: 30 September 2019

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

The provision is good

Staff know individual children well. They sensitively support children, such as building children's confidence when they are unsure about taking part in activities. Staff's good teaching helps children to make the progress they are capable of and gain skills to succeed in the future. Staff have a good understanding about children's interests. They use these effectively to plan activities that engage children well in their learning. Children take part in activities with enthusiasm and are motivated to play and learn. For example, children in the pre-school room concentrate carefully during number and letter activities.

Children and staff build positive relationships. Children settle well and feel safe and secure. Babies and toddlers have strong bonds with their key person, such as enjoying cuddles and snuggling in for a story. Staff carefully plan for children's entry and room moves. For example, children and parents have settling-in visits. Staff gain and share detailed information with parents at these times. This helps to manage these times of change successfully. Children learn positive behaviours from a young age. Staff provide guidance and support to help children learn to manage their feelings and behaviour. They use a variety of strategies, including discussions about feelings, books and 'golden rules' to help children develop their understanding of the behaviour expectations.

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

- Managers have made effective improvements since the last inspection. they have reflected well to help them develop and raise the quality of the provision successfully. However, at times, the pre-school staff team's organisation is not fully effective. For example, occasionally staff do not recognise when other staff need their support to help them meet children's needs more consistently.
- Staff plan an effective curriculum and provide activities that capture children's interest and engagement in learning well. Children from a young age build on their knowledge and understanding effectively. For example, young children learned about shapes and colours through painting activities. Children continue their learning outdoors, where they take part in a good range of activities. For example, they enjoyed large-scale mark making and built a 'house' out of bricks. Staff skilfully incorporated teaching, such as mathematics.
- Children develop good levels of confidence. Staff praise and encourage children, which helps them feel confident to have a go. Older children develop a sense of responsibility, such as helping to set the table. Children know the routines well and follow these with ease. Staff support children to make their own choices, both as a group and as individuals.
- Staff build strong partnerships with parents and other professionals, which help them provide continuity for children. For example, parents are supported to

continue breastfeeding their children, which supports their well-being. Staff liaise closely with professionals to understand how to support children's specific needs. In addition, they complete relevant training, which develops their understanding about how to support children who need extra help in their learning.

- Staff highly value children's individual backgrounds. For example, they sing songs and read stories in other languages children speak at home. In addition, staff promote and develop all children's understanding and use of English securely. They speak clearly, name objects and repeat words to children. In addition, children learn to listen and follow simple instructions from a young age.
- Managers provides well-organised arrangements to support staff. Staff have regular supervision meetings where targets are set to help develop their skills and these are reviewed to check their progress. Overall, this provides a successful approach to supporting staff's practice. Occasionally, the managers' monitoring of teaching does not precisely identify all areas to help further enhance and build on staff's good practice.
- Children's good health is promoted well. Staff offer children healthy meals, drinks and snacks. They are vigilant in ensuring individual children's dietary needs are met at mealtimes. The use of real fruit and vegetables in role-play areas encourages children to explore the texture and smell of these. This helps to encourage children to try less familiar food. Staff extend children's awareness of healthy practices well, such as using tissues and washing their hands at appropriate times.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, staff have undertaken a wide range of training to update their understanding about safeguarding. Staff have a strong understanding of their responsibilities to protect children from harm. They have a good knowledge of safeguarding matters, including the 'Prevent' duty. Staff recognise what signs would worry them about children's welfare or other staff's behaviour. They know how to report any concerns they may have, including to outside agencies. Managers regularly check and review staff's knowledge of safeguarding, such as through quizzes and spontaneous questions. This helps staff to maintain their knowledge and understanding effectively.

What does the setting need to do to improve?

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

- develop the pre-school staff's organisation to enable them to promptly respond and support each other to meet children's needs more consistently
- build on the monitoring of staff's practice to more precisely identify and develop

staff's good level of knowledge and skills even further.

Setting details

Unique reference number	EY347496
Local authority	Oxfordshire
Inspection number	10104246
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 5
Total number of places	100
Number of children on roll	87
Name of registered person	Kidsunlimited Limited
Registered person unique reference number	RP900864
Telephone number	01865 310433
Date of previous inspection	15 April 2019

Information about this early years setting

Bright Horizons Oxford Waterways Day Nursery and Preschool is one of a large national chain of nurseries owned by Bright Horizons Family Solutions. It registered in 2007 and is situated in the northern area of Oxford. It is open Monday to Friday from 7.30am to 6pm, throughout the year, except for bank holidays. The provider is registered to provide funding for free early education for children aged two, three and four years. The provider employs 32 staff to work with the children. Of these, two staff hold early years qualifications at level 6 and 7, and 13 staff hold qualifications at level 3. A further seven staff hold qualifications at level 2.

Information about this inspection

Inspectors

Sheena Bankier

Tracy Bartholomew

Inspection activities

- The manager and the inspectors undertook a tour and a learning walk of the nursery premises.
- The inspectors observed staff's teaching with children during their play, activities and daily routines. They spoke to staff and children during the inspection.
- The inspectors gained parents' views through discussions with parents available on the day of the inspection and through written feedback.
- The inspectors completed joint observations with the manager and deputy manager.
- The inspectors held a meeting with the managers and they reviewed a sample of paperwork during the inspection, including evidence of suitability for staff working with children.

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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