

Deddington Village Nursery

Hempton Road, Deddington Road, Oxfordshire, OX15 0QH

Inspection date	10/11/2014
Previous inspection date	14/09/2010

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

- Children demonstrate that they feel secure and settled in the nursery and have positive relationships with staff.
- Staff use observations of children to accurately assess their progress and effectively plan for the next steps in their learning.
- Children enjoy outdoor activities that promote their physical development and help them to explore the natural environment.
- Regular staff training ensures that they are knowledgeable about safeguarding policy and procedures, which helps keep children safe.

It is not yet outstanding because

- At times, some staff do not fully extend children's learning by asking questions to encourage them to think.

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 gained the views of parents spoken to on the day of the inspection.
- The inspector made a number of observations of activities, including a joint observation with the manager.
- The inspector reviewed a sample of the nursery's documentation, including children's development records and systems for tracking their progress
- The inspector met with management to discuss recruitment and safeguarding procedures.
- The inspector held a number of conversations with children and staff, and had discussions with the manager and the deputy.

Inspector

Amanda Perkin

Full report

Information about the setting

Deddington Village Nursery is run by a limited company. It re-registered in 2006 having run previously on the same site under a different name. The nursery operates from a single story premises on the outskirts of Deddington Village, Oxfordshire. There is an enclosed garden for outdoor activities. The nursery serves the local area and has links with local schools. The nursery opens Monday to Friday during school term time, from 8.30am to 3.30pm, with occasional sessions operating in the holiday period from 9.00am until 3.00pm. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It supports children with learning difficulties and/or disabilities, and children who speak English as an additional language. The nursery generally accepts children from the age of two years until the September after their third birthday, when they move up to the provider's other provision in the same village. There are four staff who work with the children, of whom three have appropriate early years qualifications. The nursery receives funding for the provision of free early education for children aged two and three.

What the setting needs to do to improve further

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

- develop further the use of skilful questioning to consistently extend and challenge children's learning.

Inspection judgements

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage. They deploy themselves effectively to help and encourage children to develop and learn. The quality of teaching is good. Staff assess children's starting points through information obtained from parents and through established settling-in sessions. Staff observe children as they engage in activities of their choice, and note what and how they are learning. They use this information to effectively plan the next stage in each child's learning. The whole staff team contribute to planning, each staff providing information to reflect the needs of their key children. Staff support children's learning records with many photographs of activities and children's individual creative work. They regularly speak with parents about their child's progress and their development plan. This means that parents know what their child is learning and are able to support this at home. As a result, children make good progress in their learning.

Children enjoy creating sounds with musical instruments. Staff encourage them to sing and shake their instruments. Children are learning to tap a beat in time with the rhythm of

a song. Staff plan a good range of creative activities. This teaches children to discover through exploration and to use their imaginations to express themselves freely. Children are learning to use a range of tools to make marks and draw. They begin to learn how to hold implements and effective teaching supports them to gain coordination and control. As a result, children are developing skills for early writing.

Staff use discussion to support children's play, helping to encourage their communication and language. Staff sing nursery rhymes with actions, and model counting to support children's communication, language and mathematical development. While all staff engage well with children, some are more confident than others at using skilful questioning to fully build on children's interest to extend their learning. This means that children do not always receive encouragement to reflect on what they already know and to consider new ideas related to their play.

Children's concept of mathematics is developing well. They are confident in using numbers in their play and staff encourage them to count throughout the day. For example, while tidying up resources, the children counted the conkers as they returned them to the bucket they are stored in. Children show enthusiasm and excitement while outdoors. They take part in a good range of activities and experiences to practise their physical development including riding on bikes and cars. Children are able to access the outdoor area freely throughout the session, effectively supporting those who learn best outside.

Partnerships with parents are positive. Parents report that they value the support and reassurance they receive from the nursery, and state that their children enjoy attending. Staff talk to parents on a daily basis, giving advice and guidance where necessary. For example, they make sure that parents fully understand how they are supporting children to reach the next steps in their learning and development. The nursery works in close partnership with staff at the provider's other setting, and with teachers at the primary school, to provide a wide range of support with families. Children join in with events at the school, for example sports day, which gives them an opportunity to become familiar with the school environment.

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

Staff provide a welcoming and safe environment for all the children. The established key-person approach helps to promote children's well-being and independence. Staff know the children and their individual routines extremely well. They are very kind, caring and supportive, which helps children to form secure attachments. Staff deployment is good and each staff member is clear about their responsibilities as a key person. Parents comment that they are able to build positive relationships with key persons and appreciate the support they receive.

Children behave well. Staff provide clear guidance about what is acceptable behaviour and offer reminders where appropriate. For example, they advise children not to run inside. Children enjoy each other's company, play cooperatively and show great care of each other. They are confident in exploring their surroundings and enjoy the outdoor space.

The nursery promotes children's awareness of healthy lifestyles. The staff follow good hygiene procedures when attending to children's personal care. For example, they use aprons and gloves when changing nappies and dispose of the nappies safely. They disinfect the changing mat and wash their hands afterwards. Staff talk to children about good hygiene practices throughout daily routines. This helps increase their awareness of what to do and why. Children develop good independence as staff encourage them to have a go at doing things for themselves. At snack and lunch time they are learning to feed themselves and to drink from open cups. This encourages them to develop their self-confidence. Older children are able to attend to their own toileting needs. Children are also beginning to dress independently when changing to play in the outside area. This helps them to achieve the skills they will need to prepare for the next stages in their learning.

Children's safety is a high priority. Staff undertake detailed written risk assessments so children can begin to take supervised risks in safe surroundings. The risk assessments also cover outings, including visits in the community. The good organisation of the environment and resources aids children's independence. Staff provide a wide range of toys, stored in units at a low level, which children safely access. Staff protect children well with robust security arrangements.

The management team have strong links with other agencies and professionals who provide support with their specialist knowledge and skills. This helps staff to ensure that all children, including those with special educational needs and/or disabilities, have access to the support they need to achieve well.

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

The leadership and management team effectively oversee the delivery of the educational programmes and monitor the staff's teaching practice. For example there are daily discussions to review the planning and routines. This ensures staff deployment is effective in meeting the individual needs of the children and keeping them safe at all times. Weekly staff meetings enable the manager to monitor children's development and progress, and discuss any identified gaps in their achievements. As a result, staff plan effectively for all children and provide additional targeted support where necessary to ensure any gaps in children's learning are narrowing.

The leadership and management team accurately reflect on their practices within the nursery. They have a clear awareness of the strengths within the nursery and areas to improve. Staff, parents and the management committee contribute to the identification of ongoing priorities to drive improvement in the nursery. This helps to ensure that the service is continually developing to improve outcomes for children. Staff involve children in making decisions about their activities, which help focus the daily planning and organisation of resources.

Staff have all attended training in safeguarding and they fully understand the nursery's safeguarding policy and procedures. They can describe a range of indicators, including

changes in children's behaviour, that may cause concern. They also know what action to take should any concerns arise. All staff attend training in first aid to enable them to deal with accidents and other emergencies quickly and efficiently. Safe recruitment procedures include thorough checking of staff suitability. Induction is thorough and staff receive good support in their professional development, which enhances their practice.

Staff maintain good partnerships with parents. In addition to regularly seeking parents' views, staff provide a good level of information about the nursery. They do this through discussion, termly themed breakfast meetings, a website and an open door policy. Staff also maintain strong partnerships with the local school in the same village, as well as other relevant external agencies. These close partnerships helps to ensure continuity in each child's care and learning.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY330247
Local authority	Oxfordshire
Inspection number	834643
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 3
Total number of places	16
Number of children on roll	16
Name of provider	Deddington Village Nursery Ltd
Date of previous inspection	14/09/2010
Telephone number	01869 337383

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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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