

Inspection of Banbury School Day Nursery Ltd

Banbury School, Ruskin Road, BANBURY, Oxfordshire OX16 9HY

Inspection date: 25 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The manager has greatly improved the clarity and content of the curriculum and is continuing to review this to ensure that all learning is meaningful for children. Staff know children well and understand how to support their good progress. They seek immediate support from outside professionals if they have any concerns about children's development. There are comprehensive plans in place to support children with special educational needs and/or disabilities (SEND). Staff use different ways to communicate with children, such as pictures of the daily timetable and simple hand signals. These are effective in ensuring that children understand the daily routine. In turn, this promotes children's sense of security as they know what to expect.

There is a strong focus on teaching children to develop a love of books and to take pleasure from adults reading to them. This is evident across the whole nursery as children snuggle up with staff to listen to their favourite stories. Older children use books as a stimulus for learning, for example they find out about hungry caterpillars and then learn about what makes a healthy diet.

Children show high levels of interest in their learning experiences. Staff encourage younger children to join in with group activities and share resources. This supports them to learn about taking turns and being patient. Children play together well and show respect and courtesy towards each other. This contributes towards the nursery being a calm and productive place for children to play and learn.

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

- In the baby room, children enjoy exploring different textures through whole body experiences. When playing with a large tray of ice cubes, children climb inside, feeling the cold sensation with their feet and jumping and splashing in the melted, icy water. This brings learning alive for children and they squeal with delight as they play.
- Staff know children well and understand how to support their good progress. They seek immediate support from outside professionals if they have any concerns about children's development. There are comprehensive plans in place to support children with SEND.
- Small-group activities are effective in supporting children's communication and language development. Children who speak English as an additional language join with their peers who are more confident talkers. Together, they listen to stories and asks questions. Staff manage this well. In the baby room, staff expand on babies' vocabulary by introducing them to new words. Babies approach adults and babble enthusiastically. This shows their good motivation to want to initiate talk and conversation.

- Sometimes, staff over manage children's learning and do not implement the curriculum consistently well. For example, they do not encourage children to show what they know during craft activities. They limit resources, meaning that children cannot create the way that they choose to independently demonstrate their good skills.
- The manager and staff understand about child development and are reviewing what is most important for children to learn right now. As a result, staff are not fully confident in recognising the difference between the activities they provide and what they intend children to learn. The manager is providing ongoing support for staff. Despite the curriculum being still new and not fully embedded, children are making good progress, the quality of interactions between staff and children are positive. The manager and staff show dedication and commitment to ongoing improvement.
- Staff are kind and attentive to children. When babies wake from their sleep, staff are calm, gentle and sensitive in their interactions. Staff understand children need time before they feel ready to play when they wake up.
- Children learn about each other's home lives and talk about the people who are important to them. Staff understand the benefit of encouraging children to enjoy different experiences to learn about the world around them and the different people who live in it.
- Staff get to know children well and key-person relationships are strong. The manager carries out visits to children's homes before they start at the nursery. This helps staff and parents to exchange information to help children to settle. When children have medical needs or a health condition, staff are clear about how to support them.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- expand on children's experiences, providing them with greater opportunity to put what they know and can do into action
- embed the curriculum, increasing staff confidence in consistently implementing the curriculum intentions.

Setting details

Unique reference number	EY417353
Local authority	Oxfordshire
Inspection number	10283855
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 at time of inspection	0 to 4
Total number of places	84
Number of children on roll	130
Name of registered person	Banbury School Day Nursery Ltd
Registered person unique reference number	RP530159
Telephone number	01295256400
Date of previous inspection	24 February 2023

Information about this early years setting

Banbury School Day Nursery Ltd registered in 2000. It operates within a large comprehensive school in Banbury, Oxfordshire. It is open for 50 weeks of the year from 8am to 5.30pm. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery employs 23 members of staff. Of these, two hold a level 6 qualification, one has early years teacher status, 17 staff hold qualifications at level 3, and four staff hold appropriate level 2 qualifications. The remainder of staff are unqualified.

Information about this inspection

Inspector

Hayley Marshall-Gowen

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector discussed the intent of the curriculum and observed its implementation during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed and discussed with the manager.
- During the inspection, the inspector held a meeting with the manager, who is also the provider. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- Parents were invited to share their views with the inspector. Several parents discussed their views during the inspection and the inspector took account of all feedback received

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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