

# Bright Horizons Oxford Business Park Day Nursery and Preschool

9850 Garsington Road, Cowley, OXFORD, OX4 2DQ



**Inspection date** 30 January 2018  
Previous inspection date 28 May 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The staff plan a good range of focused activities to support their key children's next steps in development. Good levels of teaching these activities build on children's skills and helps them to achieve. Children make good progress in their learning.
- Staff encourage children to be independent learners. Children explore their surroundings and use their imaginations.
- The staff work closely with other professionals to support children that require additional help. Staff provide very good support for children who have special educational needs (SEN) to help them catch up with their peers.
- Older children understand and cooperate with routines. They learn to keep the environment tidy and themselves safe. Staff help children to respect others. Children's behaviour is good. They are polite and kind to their friends.

### It is not yet outstanding because:

- When children choose what they want to do and begin playing, staff do not recognise the opportunities presented to interact spontaneously to extend children's learning.
- Some staff do not assess children's development precisely. This means information provided to the leadership and management team is not exact enough to help them monitor groups of children's progress accurately.

## What the setting needs to do to improve further

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

- help staff to recognise when to join in with activities children choose themselves, to challenge and extend their learning
- monitor the accuracy of the assessments of children's development to ensure precise information informs the monitoring of groups of children's progress.

### Inspection activities

- The inspector observed the staff's teaching and interaction with children.
- The inspector held a meeting with the leadership and management team to discuss how they evaluate practice, safeguarding and the suitability of staff, and the monitoring of all children's progress.
- The inspector carried out two joint observations with the manager.
- The inspector sampled documentation, including accident records, risk assessments, children's development records and staff's training certificates.
- The inspector held discussions with the staff and children at appropriate times during the inspection.

### Inspector

Ruth George

## Inspection findings

### Effectiveness of the leadership and management is good

The leadership and management team provides good support for staff. They receive a thorough induction that includes a mix of online and face-to-face training. New staff also work through an induction workbook and have a buddy to help them with their new roles and responsibilities. The leadership and management team supports staff with regular one-to-one meetings. It encourages staff to complete early years qualifications that benefit children. The new manager has quickly evaluated the quality of the provision and identified areas for development, such as replenishing some of the resources. Safeguarding is effective. The leadership and management team uses robust recruitment procedures and continues to monitor staff's suitability throughout the year. It ensures all staff complete child protection training. Staff know to whom to report any concerns they have about children's welfare.

### Quality of teaching, learning and assessment is good

Staff working with each age group of children plan a good range of activities that focuses on children's next steps in learning. Teaching builds on children's skills and helps them to achieve. Staff know the children well and work closely with their parents. Staff share children's learning stories and parents share what their children can do at home. Staff help children learn skills that prepare them for early reading. For example, they read stories and encourage children to join in with the rhyming sentences and recall familiar parts of stories. Staff teach children good mathematical skills. For example, they encourage them to count their friends and to add on the number of staff and visitors. Children learn to make predictions about capacity and measurement, for example, as they move water in a tray to a container.

### Personal development, behaviour and welfare are good

Children are happy and interact well with one another and staff. Staff help children to negotiate and share toys. They encourage children to be independent. For example, they learn to dress themselves and to use the toilet. Children help to keep the environment safe. For example, they push chairs under the table and use a dustpan and brush to sweep up sand to avoid trips and slips. Key persons support their key children to settle and prepare them for moves to new rooms. Parents know their child's key person and one baby's parent commented that 'the key person helped my child during the settling-in sessions and this helped tremendously'. Staff support children to learn about eating a healthy diet and taking regular exercise. Children enjoy a workout session in the garden. They follow instructions to stretch, bend, move their arms and legs, and balance.

### Outcomes for children are good

Children achieve the level of development typical for their age. Children who have SEN make good progress from their starting points. All children are ready to move on to the next stage of their education. Most children are confident and independent. They happily explore and investigate their surroundings. Older children understand and cooperate with routines, and learn to keep themselves safe. Children develop good social skills and make friends.

## Setting details

<b>Unique reference number</b>	134835
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	1089502
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	144
<b>Number of children on roll</b>	121
<b>Name of registered person</b>	Kidsunlimited Limited
<b>Registered person unique reference number</b>	RP900864
<b>Date of previous inspection</b>	28 May 2015
<b>Telephone number</b>	01865 593 868

Bright Horizons Oxford Business Park Day Nursery and Preschool registered in 2000. Bright Horizons Family Solutions privately owns the nursery and is a national organisation. The nursery is located in a business park in Cowley, Oxford. The nursery is open on weekdays from 7.30am until 6pm, all year round, except for bank holidays. It receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 29 staff. Of these, two hold a relevant qualification at level 6, seven hold a qualification at level 3 and eight staff hold a qualification at level 2. One member of staff holds qualified teacher status.

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