

The Slade Early Years Centre and Day Nursery

Titup Hall Drive, Headington, Oxford, Oxfordshire OX3 8QQ



Inspection date	29 August 2018
Previous inspection date	25 July 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- Staff are highly successful at ensuring that children are settled, happy and confident at nursery. Children of all ages, including those in receipt of additional funding or with particular vulnerabilities, show very high levels of well-being. There are very strong bonds between children and staff.
- The manager has high expectations for the quality of care and education that children deserve. She leads her team well in an ongoing programme of reviews and improvements in order to maintain and build further on existing good practice.
- Children make especially good progress with their physical development and their speaking and listening skills. Staff understand the importance of these skills and make good use of opportunities to develop children's coordination and to engage children in meaningful conversations.
- Staff quickly identify where children may need extra support to reach their potential. They work very well with a wide range of other professionals to help these children to catch up and make progress.

It is not yet outstanding because:

- Staff do not consistently plan precisely for the needs of older, most-able children. There are fewer challenging learning experiences for these children.
- Staff miss opportunities to encourage children to begin to recognise and form letters and familiar words, to build further on their developing literacy skills.

What the setting needs to do to improve further

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

- develop planning and ensure that all children, including the most able, are consistently challenged to extend and build further on their existing skills and knowledge
- plan a wider range of opportunities for children to begin to form recognisable letters and to practise their early writing skills.

Inspection activities

- The inspector observed children and staff interacting in the indoor and outdoor environments.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff about their understanding of child protection, safeguarding and first aid.
- The inspector took account of the views of children and parents.
- The inspector looked at documentation, including policies, staff qualifications and children's records.

Inspector
Sarah Holley

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager provides staff with ongoing training and support to ensure that they are able to recognise and respond swiftly to any concerns that a child may be at risk of harm. The manager has developed a thorough and effective system for monitoring the quality of teaching and providing staff with regular feedback and training to improve their teaching still further. For example, staff now make very effective use of opportunities to incorporate numbers, sizes and shapes into children's play. This has led to improved progress in children's mathematical development. Staff use a wide range of successful strategies to engage parents in their children's learning.

Quality of teaching, learning and assessment is good

Staff use their accurate assessments about each child's stage of development to plan a learning environment that children find interesting and stimulating. For example, children delight in using the exciting outdoor space. Staff carefully show younger children how to use the equipment safely, such as when climbing steps. Staff model very clear language for younger children. They make good use of 'story time' to extend older children's understanding. For example, children enjoy listening to well-known stories and then using props to re-enact the tale. Staff show children how to use tools and equipment effectively. For example, they sit beside children as they play with dough and model how to use cutters and knives.

Personal development, behaviour and welfare are outstanding

Younger children show exceptional levels of independence. The opportunities to learn and play alongside older children allow them to watch and learn new skills. For example, very young children pour drinks and wash up with great care after watching older children complete these tasks. Older children show kindness and concern towards these younger children. All children show exemplary behaviour and a highly developed understanding of 'right and wrong'. The manager deploys staff so that children are always cared for by staff who know them well and can meet their individual needs. Children take part in meaningful activities that help them understand the benefits of a healthy lifestyle. For example, they grow and look after vegetables and fruit and then pick and enjoy them at snack time.

Outcomes for children are good

All children make good progress from their starting points. By the time children leave nursery to start school they are well-prepared for this next stage in their learning. Children develop into keen and enthusiastic learners. They are confident to try and do things for themselves and to ask for help if they need it. Children learn to express their opinions and to listen to others. They develop a positive view of the similarities and differences between themselves and others.

Setting details

Unique reference number	EY276613
Local authority	Oxfordshire
Inspection number	10065515
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 4
Total number of places	45
Number of children on roll	33
Name of registered person	Slade Nursery School Governing Body
Registered person unique reference number	RP522319
Date of previous inspection	25 July 2016
Telephone number	01865 762 679

The Slade Early Years Centre and Day Nursery registered in 2004. The nursery is open from 8am to 6pm from Monday to Friday throughout the year, closing only for bank holidays and one week at Christmas. Wraparound care is provided for children attending the nursery school and primary school. Funding is accepted for the provision of free early years education for children aged two, three and four years. A team of 11 staff works with the children. All staff are qualified in early years.

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