

# St Paul's Nursery

119a Walton Street, Oxford, Oxfordshire OX2 6AH



<b>Inspection date</b>	6 February 2019
Previous inspection date	30 November 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 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

- Staff feel well supported at the nursery and work well together as a team. The manager provides them with regular opportunities to discuss their roles and they enhance their professional knowledge further through training provided.
- Children develop good relationships with well-qualified staff who are kind, caring and know children's individual personalities and needs well. Children develop good levels of self-esteem and settle happily.
- The manager has a clear vision for the nursery. She routinely completes and reviews ongoing action and development plans. The manager values the views of staff, children and parents in the process.
- Staff work closely with other professionals to gather information about how to support children with special educational needs and/or disabilities and those who speak English as an additional language. Children's needs are quickly identified so that additional support and advice are obtained. This contributes to ensuring that all children are making good progress according to their individual abilities.
- On occasions, during group activities, some children are not fully involved in a meaningful way, for the duration of the activities, to fully support their learning.
- Staff do not gain enough information about children's learning and development when they first start, to plan fully effectively from the outset.

## What the setting needs to do to improve further

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

- support children to engage fully in small group activities and encourage their concentration to help enhance their learning further
- gain more information from parents when children first start to plan for their learning from the outset.

### Inspection activities

- The inspector had a tour of the setting. She observed the quality of teaching during activities indoors and outdoors. The inspector assessed the impact this has on children's learning.
- The inspector spoke with the leadership team, staff and children at appropriate times.
- The inspector completed a joint evaluation of activities with the manager.
- The inspector looked at samples of children's records. She also looked at evidence of the suitability of staff working with the children.
- The inspector took account of parents' views through written testimonials.

### Inspector

Amanda Perkin

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a secure understanding of child protection issues and know how to handle different types of concerns. This helps to keep children safe. The manager has developed an effective programme for the professional development for all staff. She provides regular high-quality training and focused supervision sessions. Staff are supported well to complete further qualifications. This has a positive impact on the quality of service they provide, overall. The manager monitors the progress of children across the whole nursery. This supports her to efficiently identify any gaps in children's learning that may emerge.

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

Staff know children well. They make regular observations and assessments of children's learning and ensure that planned activities incorporate children's interests. For instance, babies are delighted to explore paint as they make marks with large brushes and their fingers. Staff model good language and introduce new vocabulary and words into conversations effectively. For example, they use picture cards and small group work to develop children's emerging communication skills. Staff extend children's learning well, such as through effective questioning. For example, staff support older children in their understanding of the world by talking to them about the different planets and solar systems and encouraging them to recall information from previous conversations.

### Personal development, behaviour and welfare are good

Staff are calm and positive role models and children's behaviour is good. Children learn to play alongside one another well and are supported to share and take turns. Children's dietary needs are well known by staff and they are provided with nutritious meals. Children have strong opportunities to learn about their local community and diversity within the nursery. For instance, they learn about different festivals throughout the year and talk about their experiences at home. Children's physical skills are well developed and children and parents comment that they are delighted with the introduction of a weekly yoga class and regular mindfulness sessions.

### Outcomes for children are good

Pre-school children develop their understanding of counting and shapes well. For example, they identify cuboids, cylinders and spheres and calculate the number of plates required for children at lunch time. Babies practise building towers with a range of different resources, which helps them to develop their hand-to-eye coordination from a young age. Toddlers join in enthusiastically with singing familiar songs confidently. Children are well prepared to move on to the next stage in their learning.

## Setting details

<b>Unique reference number</b>	134024
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10065433
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Somerville College
<b>Registered person unique reference number</b>	RP902413
<b>Date of previous inspection</b>	30 November 2015
<b>Telephone number</b>	01865 270686

St Paul's Nursery registered in 1992. It is open each weekday from 9am to 5pm, all year round, except for two weeks at Christmas. There are seven members of staff who work with the children. Of these, all hold appropriate early years qualifications at level 2 or above, including three members of staff who are qualified to level 5. The nursery accepts funding for the provision of free early education for children aged three and four years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

