

Inspection of The Children's House

The Pavillion, Park Hill Recreation Ground, Benmead Road, Kidlington, Oxfordshire
OX5 2DA

Inspection date: 27 November 2019

Overall effectiveness **Good**

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

What is it like to attend this early years setting?

The provision is good

Children develop a strong sense of themselves as capable and independent learners. They learn to treat each other and resources with care and respect. They learn to listen well and respond promptly to instructions. They develop an appreciation of the natural world and communities and cultures beyond their own. Staff are very good role models. They are courteous and polite to each other, children and parents. Children show the same good manners and good behaviour.

Staff have high aspirations for children and value them as individuals. They want all children to achieve well. There is sensitive and effective support for children with special educational needs and/or disabilities. These children make rapid progress in the caring, nurturing and structured environment. All children approach their learning with a sense of purpose and show pride in their achievements.

Children show that they feel safe. Children are warmly greeted each morning by staff who know them well. Children show they are pleased to see staff. Staff who look after children for most of the day have a secure understanding of all safeguarding matters. However, some staff who visit the setting to deliver specific activities have some gaps in their knowledge of child protection issues.

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

- Staff are very inclusive. They make all children feel welcome and valued, and this has a positive impact on children's well-being and progress. For example, staff make sacks and recordings of well-known stories in all the languages that children speak at home. This way all children can enjoy sharing stories at nursery and with their families.
- Staff are very knowledgeable about how children acquire and develop language. They support all children's developing communication skills extremely well. For example, staff engage in meaningful conversations with children and prioritise reading stories to children during the day. Children show they are developing a real love of books and stories.
- The provider, who is also the manager, is very effective in supporting staff to develop their teaching skills. Less experienced staff are able to observe more experienced colleagues and receive regular feedback on their teaching. This way the provider is able to successfully ensure that there is consistency to both the quality and style of teaching that children receive.
- Staff clearly identify what children need to learn next. Over time, staff build effectively on children's skills and knowledge, and children show that they remember well what they have been taught. For example, children remember how to follow printed instructions to complete puzzles. They set out the resources and the instructions and carefully follow the pictures to re-create what

they previously made alongside staff.

- Children benefit from strong teaching in regard to mathematics and literacy. Staff teach confidently and accurately about numbers, counting and the sounds that letters represent. Children focus very well at these time and staff regularly check back on their understanding to assess progress.
- The provider brings in a number of additional staff to enhance the curriculum. For example, children take part in weekly dance, singing and yoga groups. All these staff have been subject to a Disclosure and Barring Service check and are suitable to work with children. The provider delivers safeguarding training to each.
- Staff ensure that children have nutritious food, plenty to drink and periods of quiet rest. This has a positive impact on children's good health. Children have daily opportunities to play in the fresh air. However, these do not always involve extended periods of energetic physical play to build further on their appreciation of a healthy lifestyle.
- Children develop many important life skills that will help them stay safe and be independent. For example, they are able to dress and undress independently, carefully peel fruit and pour drinks. They handle resources with care and respect. Staff have robust measures in place to ensure children are safe when using technology at nursery. However, staff are not yet teaching children how to stay safe around technology if or when they begin to use technology independently.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand that they need to keep children safe. Staff who work each day with the children have a thorough understanding of the signs that a child may be at risk of harm. They know how to share these concerns to protect children. They know what they would need to do if concerned about other staff's conduct and how to escalate any concerns beyond senior staff at the nursery. The premises are safe and secure. The provider follows effective procedures when recruiting new staff. She has a clear plan in place to rectify the identified gaps in safeguarding knowledge with reference to visiting staff.

What does the setting need to do to improve?

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

- plan more extensive opportunities for children to enjoy vigorous physical exercise, to promote further their good health
- build further on children's developing understanding of their personal safety to including learning how to stay safe when using the internet and digital technology.

Setting details

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| Unique reference number | EY267314 |
| Local authority | Oxfordshire |
| Inspection number | 10108555 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children | 2 to 4 |
| Total number of places | 24 |
| Number of children on roll | 19 |
| Name of registered person | Ussher, Henrietta Portia |
| Registered person unique reference number | RP512968 |
| Telephone number | 01865 377 759 |
| Date of previous inspection | 2 June 2015 |

Information about this early years setting

The Children's House registered in 1997 and is located in Kidlington, Oxfordshire. Staff follow the Montessori approach. The nursery is open from 8.30am to 4pm on Monday to Friday, term time only. The provider receives funding to provide free early education to children aged three and four years. There are four members of staff. Of these, two hold relevant qualifications at level 4.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- The provider and inspector carried out a learning walk and the provider explained how the provision is organised.
- The inspector and the provider carried out a joint observation and discussed the quality of teaching and learning.
- Parents and children shared their views and the inspector took these into account.
- The inspector spoke with the provider and other staff at mutually convenient times throughout the day.

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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