

Grimsbury Family Association



East Street Centre, Calder Close, BANBURY, Oxfordshire OX16 3WR

Inspection date	14 May 2019
Previous inspection date	17 March 2015

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

Summary of key findings for parents

This provision is outstanding

- Leaders are exceptionally passionate and have significantly enhanced the organisation of the setting. They have a strong desire for children to have the best possible early experiences. Leaders are extremely reflective and proactive in identifying improvements and making changes to consistently raise the quality of the setting.
- Staff support children with special educational needs and/or disabilities (SEND) superbly well and help them to make swift progress from when they first start to attend. They develop exemplary partnerships with an extensive range of professionals, to help create a highly successful and consistent approach for children.
- Children make rapid progress in their learning. Staff know their key children remarkably well. They identify and close gaps in children's development quickly, such as through individualised support, to help them excel towards the learning goals.
- Staff nurture children especially well. This starts with the highly flexible settling-in sessions. Babies and children develop extremely secure attachments to their key persons. Their emotional well-being is exceedingly strong.
- Staff fully involve children in growing an extensive range of home produce including peas, blackberries, herbs and beetroot on the setting's allotment. Children thoroughly enjoy caring for them as they grow. Staff skilfully help children to understand where food comes from and encourage them to develop healthy lifestyles from an early age.
- Partnerships with parents are highly effective. Staff communicate regularly with parents to include them in their children's ongoing learning, ensuring consistency in children's experiences and care. Staff value the importance of working collaboratively with other professionals and support children with a variety of needs.

What the setting needs to do to improve further

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

- continue to enhance and extend inspirational learning opportunities for children who prefer to be outside.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held meetings with the management team. She checked policies and procedures, staff qualifications and evidence of the suitability of staff.
- The inspector completed a joint observation of an activity with the deputy manager and discussed the setting's self-evaluation with the management team.
- The inspector took account of the views of parents from their written comments and parents' questionnaires.
- The inspector spoke with children and staff at appropriate times during the inspection.

Inspector

Amanda Perkin

Inspection findings

Effectiveness of leadership and management is outstanding

Leaders provide staff with rigorous induction, highly focused supervision and an extensive range of training. This helps staff to fully understand their role and supports their excellent teaching. For example, staff have attended recent training in mathematics which has had a positive impact on children's mathematical development. Safeguarding is effective. Leaders ensure that all staff have a confident understanding of their role and responsibility in protecting children from harm. Leaders have excellent arrangements in place to monitor the overall progress made by different groups of children. They swiftly identify any delays in children's development and put precise interventions in place to help them catch up extremely rapidly.

Quality of teaching, learning and assessment is outstanding

Highly qualified staff use their accurate observations and assessments to plan activities that are precisely matched to children's learning and developmental needs. Staff are very responsive and tune into children's interests superbly well. Staff consistently help children to extend their language skills. For example, they ask probing and open questions that encourage children to think creatively and use their knowledge from their play or investigations. Staff encourage children of all ages to choose songs and action rhymes, which help develop the clarity of their speech, extend their vocabulary and build their counting skills.

Personal development, behaviour and welfare are outstanding

Staff place children's well-being at the centre of everything they do. Children display high levels of confidence and are incredibly sociable. They learn how to behave very well and to be considerate towards each other. Staff provide extensive opportunities for children to understand about their community and the wider world. Children enjoy regular visits to care homes and the mosque. They have a range of visitors to enrich their social skills, including the vicar, a range of charities and their annual family garden party. Children benefit from learning opportunities inside and outside. Staff teach children about healthy lifestyles and the importance of being safe. For example, children go to forest school where they learn how to use tools and equipment safely, such as the fire pit. They learn the risks of the prickly brambles, while exploring the natural world. Leaders are exploring even further ways to build on the superb opportunities for children who learn best in the outside area. Children manage their own personal needs and safety.

Outcomes for children are outstanding

Children's learning is checked regularly. Any gaps are quickly identified and expertly managed. Children make remarkable progress, including those with SEND, those in receipt of funding and those who speak English as an additional language. Children develop a vast array of skills which prepare them for school. They are highly motivated, very interested in learning and display a thirst for knowledge. Older children gain an excellent understanding of letters and sounds they represent. They are becoming skilled early writers and articulate communicators. Younger children display remarkable social awareness.

Setting details

Unique reference number	133600
Local authority	Oxfordshire
Inspection number	10059342
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	0 - 4
Total number of places	72
Number of children on roll	107
Name of registered person	Grimsbury Family Association Committee
Registered person unique reference number	RP906838
Date of previous inspection	17 March 2015
Telephone number	01295257100

Grimsbury Family Association registered in 1998. It is located in Banbury, Oxfordshire. It is open from 8am to 6pm, Monday to Friday, throughout the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The setting employs 22 members of staff, 20 of whom have appropriate early years qualifications.

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