

Inspection of Quackers Day Nursery

Unit 4, Bridge Wharf, Lower Cherwell Street, Banbury, Oxfordshire OX16 5AY

Inspection date: 26 August 2025

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

What is it like to attend this early years setting?

The provision is good

Staff provide a warm welcome to children and their families. They show interest in children's lives. For example, at the beginning of the week they ask children thoughtful questions about their weekend. This encourages children to share their news and builds rapport between staff and children. Throughout the day staff's smiles and positivity, as well as their focus on children's safety, helps ensure children feel safe, secure and valued.

Staff know the children well. They accurately identify any gaps in children's progress and put in place effective support to help children catch up with their peers. This includes for children with potential special educational needs and/or disabilities. For example, they plan specific activities to help children understand and manage their emotions. Staff encourage and praise positive behaviour and children behave well. Leaders have supported staff well to develop an effective curriculum that is age-appropriate and has a broad focus on the skills and knowledge children most need in preparation for the next stages in their learning. For example, throughout the nursery staff focus well on supporting speaking and listening skills. They model simple words and phrases for babies and encourage older children to share their thoughts and opinions. They also plan specific activities to help children differentiate different sounds in the environment. This helps children develop the skills they need for later learning about letters and the sounds they represent.

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

- Leaders are ambitious for the nursery. They want the best for the children in their care. Leaders provide targeted support for all staff, to develop their existing skills and knowledge. Staff new to childcare are supported by more experienced colleagues in their roles as key persons. Strong leadership has led to many improvements at the nursery, both in staff practice and the learning environment. Staff report they feel valued and appreciated.
- Staff have developed a curriculum which broadly identifies the skills and knowledge they want children to develop before they start school. The strong focus on children's emotional, communication and physical development means that children leave nursery well-prepared for this next stage in their learning. However, some aspects of curriculum planning lack detail. This impacts on staff's ability to focus and sequence their teaching precisely on what children will most benefit from learning at particular times on their learning journey.
- Reading with children is given a high priority at the nursery. Children have many opportunities throughout the day to snuggle in with staff and listen to well-read stories. Staff read to children in ways that capture and maintain their interest and build a love of books that prepares them well for later literacy teaching.

- Overall, teaching is very effective. Sometimes, when children are engaged in self-chosen play, staff do not identify the skills they are trying to master. Therefore, staff's interactions, although building children's confidence and self-esteem, are not precisely focused on supporting children's learning and development.
- Staff create an environment in which children are proud of what they know and can do. They display children's creations where children can see them. Children proudly show each other the pictures they have drawn of their own families. Staff tell children 'well done' and 'good remembering' as they master new skills and talk about things they have already learned. This strong practice encourages children to keep trying, and builds positive attitudes to learning.
- Staff appreciate the different life experiences children bring with them to nursery. They ensure all children feel valued and that activities at nursery reinforce this. For example, staff ensure that the different festivals that are special to children are given equal prominence. Through this approach all children are helped to learn about the different people who live around them, and the benefits of living in a diverse society.
- Leaders and staff have developed strong partnerships with parents, to support children's learning and well-being at nursery and at home. Staff ensure that parents know who their child's key person is and understand their role in providing their child with a sense of belonging and security. Staff provide parents with regular updates on their children's progress, to enable them to further this learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- improve curriculum planning, to more clearly identify the specific skills and knowledge children most need to learn next, and use to enhance teaching further
- support staff to help children learn more during periods of self-chosen play.

Setting details

Unique reference number	EY457754
Local authority	Oxfordshire
Inspection number	10418120
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 at time of inspection	0 to 4
Total number of places	44
Number of children on roll	47
Name of registered person	Rainbows Nursery Limited
Registered person unique reference number	RP908149
Telephone number	01295269600
Date of previous inspection	23 September 2022

Information about this early years setting

Quackers Day Nursery registered in 2007. The nursery operates in the centre of Banbury, Oxfordshire. The nursery opens on weekdays from 8am to 6pm, all year apart from public holidays. The provider receives funding for the provision of early education for children aged nine months and above. The provider employs 13 members of staff. Of these, nine hold a recognised childcare qualification at level 2 or above.

Information about this inspection

Inspector
Sarah Holley

Inspection activities

- The inspector and the manager completed a learning walk together and discussed the early years curriculum.
- The manager and the inspector carried out a joint observation.
- The inspector spoke with the manager and representatives of the provider to find out about the leadership and management of the setting.
- The inspector looked at a sample of key documentation.
- Parents, children and staff shared their views and the inspector took these into account.

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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