

# Oaklands Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY387260

**Inspection date**

12/10/2009

**Inspector**

Lynda, Margaret Ronan

**Setting address**

643 Wilbraham Road, Chorlton, Manchester, M21 9JT

**Telephone number**

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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Oaklands Day Nursery opened in 2008 and operates from seven rooms in a converted house. All children share access to a secure enclosed outdoor play area. It is situated in a residential area in Chorlton, Manchester.

The nursery is registered to provide care for a maximum of 64 children in the early years age group at any one time. The provision is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The maximum children attending on all registers must not exceed 64. The facility is open each weekday from 7.30am to 6pm, for 51 weeks of the year.

There are currently 62 children on roll all of whom are on the Early Years Register. Of these 17 children receive funding for nursery education. Some of the children attending have English as an additional language.

The nursery employs 17 staff, 13 of whom, including the manager hold appropriate early years qualifications. There are three staff working towards a childcare qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are well met as the key worker system is effective in providing each child with consistent and individual care from a known and trusted adult. Children make good progress in their learning as their key workers plan suitable programmes to meet their needs. The learning environment adds considerably to children's learning. The setting builds good relationships with parents and makes some links to involve parents in their children's learning. Staff, where necessary, work effectively in partnership with other agencies, such as Sure Start, to meet the individual needs of children. Management, staff, parents and children are involved in assessing and contributing to the nursery's ongoing progress and improvement.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- conduct a risk assessment of the indoor and outdoor environments and review it regularly; in addition conduct a full risk assessment for each type of outing (Suitable Premises) (also applies to both parts of the Childcare Register)

02/11/2009

To further improve the early years provision the registered person should:

- further develop staffs' understanding of planning and assessment
- monitor observations of children to ensure they are systematic and cover all areas of learning for each child on a regular basis, and that observations are linked to the expectations of the early learning goals to ensure each child's optimum progress
- further develop strategies that enable parents to be fully involved in their child's learning

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded through the application of good employment practices, such as vetting all staff and providing training in safeguarding, and a comprehensive policy and procedure. Staff are vigilant in monitoring children and in teaching them how to start to take responsibility for their own safety, for example, by walking down the stairs in an orderly fashion or by learning about road safety on the track in the outdoor environment. Staff know and follow health and safety policies well, for example, they use the maintenance book to record defects in equipment and record daily checks of the environment to ensure safety measures are in place. They respond to remove or minimise any perceived hazards; recently they have provided a buggy store to remove the possible hazard caused by buggies being stored within the building. The hygiene policy is meticulously followed to minimise the risk of cross-infection. However, they have not completed and recorded a risk assessment of the building and for outings undertaken, which is a breach of welfare requirements.

Management and staff have a shared vision of what they wish to achieve in the nursery. Management empower staff to take responsibility for development, for example, by evaluating their rooms and practice on a monthly basis and setting themselves targets in each rooms monthly action plan. As a result, staff own their development and that of the nursery. Sure Start staff record that they have made excellent progress since registration. The nursery have also involved parents and children in providing feedback and included this in an online self-evaluation tool. Parents, for example, have been involved in producing new menus for the nursery and their input has been listened to and actioned.

The nursery values parents as children's primary carers and takes good care to gather information from parents that allows them to provide care that is consistent both with the parents' wishes, but also the child's natural patterns. Babies follow their own sleeping and eating patterns and pre-school children who want a nap are encouraged to do so. Parents have opportunities to view policies and procedures; they are involved in a two week induction of their child and can view any document appertaining to their child when ever they want. New parents report that the nursery contacts them to tell them how their child is and is honest in telling them if the child is unsettled, which makes the parents feel secure. The nursery supply good information to parents about planned themes and activities, invite parents in to share expertise with children, and have an open door policy for

all parents at any time. They do not have many proactive systems for involving parents in their child's education.

## **The quality and standards of the early years provision and outcomes for children**

The nursery puts very strong emphasis on children building confidence and being independent, both qualities that equip children for their future. The nursery have organised each room well to support the growth of these qualities. The baby room, for example, have placed all resources at floor level and plan activities to take place on the floor. Babies independently crawl into the open sand pit and delight in its texture. They access a sensory centre finding enjoyment in banging different sized metal objects with wooden spoons, thus making lots of different noises. All areas of learning are independently accessible to children in all rooms and children confidently plan their own learning, supported by a carefully planned environment and attentive staff. Independence is further promoted through enabling children to take responsibility for themselves and through choice, for example, toddlers are encouraged to serve themselves at lunch time choosing from a selection of healthy foods as they skilfully manipulate serving spoons.

Staff observe children and effectively use these observations to plan the child's next steps in learning, taking account of children's interests. This allows staff to set challenges for children that are appropriate and further children's learning. However, some staff have an insecure understanding of planning and this has led to an imbalance between the emphasis in the different areas of learning in some cases. Management have not monitored the observation, planning cycle and the progress of all children in all areas of learning sufficiently rigorously enough, to identify these weaknesses.

Children benefit from daily opportunities to learn outside. The outdoor area supports children to learn in all areas and supports different learning styles. Children grow herbs, explore the nature area and catch and observe insects. They balance on stepping stones, enjoy funnelling water down drain pipes into a water trough and paint on a large scale. Children are encouraged to play vigorously both indoors and out of doors, be it cycling or participating in 'stretch and grow'.

Children's creativity is valued and nurtured. Each room is decorated with children's free art work, children are given the responsibility to decorate the new play house outside and role play is enjoyed by all the children in each room. In pre-school, for example, children are absorbed in the day-to-day running of their GP surgery. They dress as doctors and nurses, use reflex hammers, bandage limbs and take and book in phone appointments. Children develop their own storylines at the surgery ably supported by staff, who regularly write stories with children and arrange visits from real doctors and nurses, to give children the building blocks they need to make full use of the role play area.

Children are very well behaved as they are valued and appreciated, their views and choices respected. They gain good skills for the future as independent active learners.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment) 02/11/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment) 02/11/2009