

# Oak Lea Private Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY152727

**Inspection date**

19/01/2011

**Inspector**

Angela Rowley

**Setting address**

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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*.

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## Description of the setting

Oak Lea Private Day Nursery opened in 2001 and is operated by a private provider. Children are cared for in an extended and fully converted house, located in Atherton in the north west of Manchester. All children have access to an enclosed outdoor play area.

The nursery is open each weekday from 7.30am to 6pm, excluding bank holidays and one week at Christmas. The nursery is registered on the Early Years Register. A maximum of 95 children may attend at any one time. There are currently 62 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a small number of children who speak English as an additional language.

There are 19 members of staff, all of whom including the manager hold appropriate early years qualifications. The manager is qualified to degree level and the deputy currently holds a National Vocational Qualification at Level 4.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settle well into the nursery due to sound communication with parents which ensures children's individual needs are known and met. Children's welfare and their learning are suitably promoted as almost all requirements are met, however some records and risk assessments are not fully in place. Staff have a variable and developing understanding of how to use the comprehensive systems to support children's learning. Children make satisfactory progress overall as the environment supports most areas of learning suitably. Committed leadership results in some significant improvements to the provision since the last inspection, many of which are still embedding in practice. Self-evaluation processes accurately identify some further areas for development, thus demonstrating a sound capacity to improve.

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

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

- keep written records of all medicines administered to children (Safeguarding and promoting children's welfare) 02/02/2011
- ensure that the risk assessment identifies all aspects of the environment that need to be checked and take all reasonable steps to ensure that hazards to children are minimised. This particularly relates to trailing electrical wires, sun glare and fire exit signage (Suitable premises, environment and equipment). 02/02/2011

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

- review the organisation of the premises and equipment to ensure children are provided with a challenging, well-resourced environment both inside and out, which provides continuity for care and learning
- review the organisation of routines and the deployment of staff to support children to develop social skills, a respect for each other and a positive disposition to learn
- develop further strategies to work in partnership with parents; sharing information and involving them in their child's continuous learning and development.

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

Clear policies and procedures, which are aligned with those of the Local Safeguarding Children Board, ensure the safeguarding of children's welfare meets required duties. Management and staff understand the procedures to follow and are clear about their responsibilities in relation to child protection. In-house training sessions are provided to refresh staff understanding and several members of staff have accessed safeguarding training. Sound recruitment procedures ensure that suitable adults work with children and a record of visitors to the premises is held. Suitable risk assessment procedures are in place which ensures most risks to children are identified. However, some trailing wires from electrical equipment such as telephones and computer equipment are evident in rooms used by older children. Risk assessment procedures have not identified that in one part of the premises fire exits are not clearly signed and the record of risk assessment for swimming activities does not fully consider all potential risks, although in practice all outings with children are suitably managed. A good number of staff have current first aid certificates and staff adopt many clear procedures which promote children's health. They clearly understand and meet children's medical needs using documentation to record both occasional medication requirements and clear healthcare plans for long term conditions and treatment needed. However, when children need medication routinely, for example inhalers and teething gel, the administration of these is not always recorded. This is a breach of a specific legal requirement. Children are very well nourished as the setting promotes healthy eating and has recently achieved a 'Healthy Business Award'. Outdoor provision is sufficiently used to enable most children to access some fresh air and exercise each day.

Improvements to the environment have recently been made; some floor coverings have been replaced and staff have worked hard to provide a stimulating environment. They have displayed an increased amount of children's artwork and information for parents all around the setting. As a result, most areas of the premises provide a welcoming environment for children and their families. Welcome signs and symbols in different languages, together with posters and toys promoting positive images of diversity, help promote a sense of value for all. Space

within the provision is adequately deployed. There is ample space for children's care, although their continuity is hindered when they progress through a number of different rooms, which results in changes to their key person on each occasion. Toys and equipment within the setting have been reviewed and as a result, in most areas there are sufficient resources to keep the numbers of children currently in attendance suitably occupied and to meet most children's needs. Resources cover most areas of learning, although in some areas they are limited. A good number of staff are employed at the nursery, which ensures required ratios are met and at times exceeded. Both the nursery manager and her deputy are often supernumerary which enables them to monitor the provision and lead identified improvements. However, at times the deployment of staff and routines means that children do not always get the support they need and this impacts upon their behaviour.

Since the last inspection management have shown commitment to working closely with outside agencies in order to secure required improvements. The nursery's operational plan has been amended and reviewed, and a number of changes to the environment and systems to support children's care, learning and development have been made. This provides a secure foundation on which to build a quality provision. Management are committed to continuing the process of improvement through self-evaluation and review. Staff are becoming involved in this process as the manager holds regular 'room reviews' and conducts 'peer observations' to monitor standards and identify areas for improvement. Self-evaluation identifies many of the setting's strengths and further areas where improvement is needed most. They are providing a clear steer to ensure improvement continues to be sustained independently.

Partnerships are valued and contribute to ensuring that each child's individual needs are known and met. Staff work closely with parents and other agencies to support individual children. Sound communication arrangements ensure that both the start of the placement and as children leave to go on to school, information is shared to work towards a clear transition between carers. Parents are provided with useful information about the setting including a summary of key policies. Further policies and procedures are made freely accessible at entrance points in the setting and parents are reminded of how the setting operates through A regular newsletter and through the provision of information on computer disc if requested. The sharing of daily diary sheets and bi-monthly development reports keeps parents informed of children's activities, achievements and progress. The nursery works together with some parents to extend children's learning at home, for example through the sharing of systems to promote positive behaviour. However, the nursery does not yet routinely provide opportunities for parents to be involved in children's learning and development.

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

Key staff have a secure understanding of the Early Years Foundation Stage. They are using their knowledge to develop the skills of others who are less confident in using the comprehensive recording formats to plan for individual children's

learning. As a result, the quality of teaching overall is satisfactory and is variable across the setting. In each room staff make observations of what children can do in each area of learning. They match up what they know about children's achievements to an assessment tracker record. Observations are routinely summarised to show children's learning, although it does not always form a secure record of the progress children are making because at times staff lose sight of children's starting points or previous learning priorities. This means that when using observations to inform short term planning, staff do not always provide sufficient challenge to ensure every child achieves as much as they can. Observation tracking systems and cohort summaries are beginning to be used routinely. These systems help the staff identify those children who may need additional support and as a result this is beginning to help to narrow the achievement gap. Staff provide some interesting activities and experiences to promote children's learning and development. Using what they know about children's interests in line with new themes or contexts for learning, they routinely enhance the continuous play provision available to children. Some child-friendly learning spaces have further enhanced this. As a result, in most areas the environment promotes children's learning suitably. For example, children show a keen interest in construction toys and building for a purpose through the provision of an imaginative 'building site' area. Children also engage creatively in role play through the provision of a play hospital. However, in some areas of the nursery some resources are broken or poorly presented and are too limited in range and amount for children to be able to play meaningfully. This hinders their creative thinking.

Caring staff provide warm care for children. As a result, children are happy to come in and separate from their carer. They demonstrate how they feel safe in the setting as they are confident to explore their surroundings and play in a relaxed manner, for instance as they lie on the car mat zooming their cars around the roads. Consistent routines mean that children settle off to sleep quickly, although a lack of window dressings means that they are not protected from the glare of the sun when sleeping. Most children know what is expected of them and they guide others to the ground rules displayed on the wall, when for example they leave toys on the floor or run inside. Sufficient numbers of staff support children's play, although they are not always suitably deployed. This means that at times children's behaviour deteriorates and is not always noticed. Children's independence and sense of responsibility is extended at mealtimes when the setting operates a supported self-service system. Older and more able children benefit from the ability to make choices and select amounts to eat. They carry their plates carefully. However, due to the time this takes, children become bored waiting for their turn and consequently, the disruption detracts from a relaxed meal or snack time experience.

Staff are beginning to use relevant frameworks to support and guide their practice. As a result, children are developing the skills they need for the future. Babies explore some natural resources with interest and all children benefit from designated areas for some exploratory play. In the messy area pre-school children explore, for example, what happens when colours of paint are mixed together. More able children are beginning to paint with a purpose and replicate images of a flower or sunshine. Opportunities for mark making are provided across the setting.

Babies know at an early stage how to make marks with the crayon hanging from the paper displayed at low level on the wall. The environment is rich in print and forms of communication. As a result, children quickly learn that print carries meaning. Pre-school children self-register by finding their own name and picture and posting it in the box and they use writing tools in their play, for example, when pretending to be the doctor. In line with the theme of learning children receive visitors which broaden their experiences. 'Constable Cub', for example, recently visited with the local Police and Community Support Officer. Children also learn about the wider world when they are taken out into the community. Very young children communicate how they went on the bus, wore wrist safety straps and chose books when they visited the library. Most children, with the exception of babies, have opportunities to play outside at some point each day. They use some interesting materials, such as tyres and tubes to explore sound and movement. A large natural garden is also available, though is not always used.

Children's mathematical development is promoted through some play and by the provision of number lines within their environment. They count as they join in with familiar songs and rhymes and they match and sort in planned activities. Some recent additions to provision for information and communication technology mean that older children show a keen interest in using the computer and camera and printing off their pictures. More able children know how to follow a simple programme. However, provision for this type of learning in other parts of the nursery is limited, and battery-operated toys that are available are not in working order.



## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

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

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