

# Oak Lea Private Day Nursery

68 Leigh Road, Atherton, MANCHESTER, M46 0PA

<b>Inspection date</b>	14/12/2012
Previous inspection date	19/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Babies and toddlers are cared for with kindness and compassion, resulting in the forming of a secure attachment.
- A strong partnership is shared with parents, with information being shared about the children's day, on a daily basis.
- Children have the opportunity to participate in activities that are new to them, including the holding and learning about snakes and spiders.
- Children are becoming competent in managing their own personal needs, as they attempt to serve their own food during mealtimes.

### It is not yet good because

- Activities are not always interesting or challenging and do not always meet the needs of the older children.
- Organisation of the environment for the older children, does not foster mathematical development.
- Older children are not encouraged to be active learners during creative activities, and do not have the provision of programmable toys or equipment.
- A programme of professional development is not in place, to improve staffs knowledge and understanding about how children learn.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector made observations of the staff and children during activities.
- The inspector perused various documentation and requested views and comments about the provision from the parents, children and staff.
- The inspector discussed and followed up actions taken to ensure recommendations made at the previous inspection have been suitably addressed.
- The inspector interviewed the manager to ensure the monitoring and delivery of the educational programme was suitable for the children in attendance.

## Inspector

Jan Healy

## Full Report

### Information about 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 and two outdoor play areas, in Atherton in the north-west area of Manchester. The nursery is open each weekday from 7.30am to 6pm except for public holidays. The nursery is registered on the Early Years Register. There are currently 79 children aged from birth to five years on roll. The nursery supports English as an additional language and those with special educational

need and/or disabilities. There are 15 members of staff, all of whom hold appropriate early years qualifications, including one who has Early Years Professional Status.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- plan challenging and enjoyable experiences that meet the children's needs, interests and stage of development, both indoors and outdoors.

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

- allow children independence and control over their learning and enhance their creative skills
- increase children's opportunities to explore mathematical activities
- provide a range of programmable toys as well as equipment involving information communication technology
- develop an effective programme of supervision, to identify staff weaknesses.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The staff who work with the babies and toddlers have a good understanding about how young children learn. They show care and kindness towards them, cuddling them and protecting them from harm. This close relationship forms a secure attachment where children thrive happily. The organisation of the playrooms allow for much freedom choosing their own toys and equipment, resulting in them having some independence. Planning is not consistent in detailing the progress the children are making. Clear assessments enable the staff to ensure the younger children are ready for the next stage in their learning. However, the knowledge of staff who work with the older children is less secure, as they have only reasonable knowledge and understanding about how children learn. They plan an acceptable range of activities, but lack some understanding about what they expect children to learn from them. Many activities for these children lack interest and challenge. Children are rarely offered explanations, for example, about how things work, resulting in a lack of challenge. Children do not always have the opportunity to fully participate in activities, such as when baking. During creative activities, children are not encouraged to make use of scissors, and staff do not always encourage children to

enhance their mathematical skills. Assessment is inconsistent and not accurate enough to build on children's progress. As a result, they are making only satisfactory progress in their learning.

Staff share a strong partnership with parents. Each child has of a member of staff who acts as a key person, who knows them well and also works with the parents to share information to help support children's learning at home, particularly the younger children. Children take a teddy bear home for the weekend, and with the aid of the parents, the bear returns with interesting stories and adventures to share. This is not only fun, but also provides the staff with information about the children's lives when away from the nursery. Parents are kept informed about the progress their children are making through verbal communication every day. Newsletters keep parents informed about forthcoming events and reveal how they are encouraged to participate in celebrations.

### **The contribution of the early years provision to the well-being of children**

Staff and children share a warm relationship, which helps to promote a feeling of security and safety. Younger children know who their key person is and seek their reassurance when necessary. Staff speak to them kindly, and are developing their independence in exploring their surroundings. Staff and children chat easily to one another and form a close attachment. Baby and toddler staff are good role models and are deployed well. Clear guidance leads to acceptable behaviour. However, older children's behaviour deteriorates during play due to a lack of challenge and not always having the opportunity to develop their imagination or creativity. Children are gaining an understanding of safety when going for walks in the local park, as they learn to cross a road safely. Organisations bring snakes, spiders and lizards to the nursery, for the children learn about how to handle living things with care, as well as participating in activities that are new to them with confidence.

Staff manage transitions between playrooms well, as the children make frequent visits to their new playroom to meet their new friends and to build a relationship with the staff. This is also a time for the children to familiarise themselves with the routine. Babies are particularly advantaged in this, as they are able to clearly see the next playroom, due to one room being divided into two. Staff seek information from parents about the school their children will be attending and complete written records, which they share with the teaching staff to aid transition into school.

Playrooms for the younger children are well resourced and toys are stored within their reach, allowing them to choose their play, which encourages early independence. Playrooms are warm and cosy, with quiet areas providing opportunities to help further language development. Sleep facilities are available and are suitable for rest. The playroom for the older children, however, is lacking in stimulation and organisation. This leads to the children having to request adult help in locating toys and resources of their choice. There is also a lack of access to programmable toys, which aids children to acquire basic skills in operating some information communication technology.

Children are learning about the importance of eating a healthy diet to help maintain their well-being. Opportunities to participate in swimming, encourages the children to grow in their confidence and self-esteem, as well as enhancing their physical development. Older children are beginning to become competent in managing their own personal needs, such as to self-serve their lunch and to pour their own drinks during mealtimes.

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

Staff have sufficient understanding about the importance of safeguarding children in their care, as well as how to raise a concern should this be necessary. A clear policy is known by the staff who implement this consistently. Planning and assessment, however, are not effectively monitored, leading to the delay in seeking additional support when necessary. Not all staff are fully aware of the children's current skills, abilities or progress being made. This is due to the system for performance management being too basic. Supervision is not a priority, to enable management to clearly identify staff weaknesses and address them appropriately. This results in under-performance not being tackled swiftly enough, which leads to the staff practicing in just a satisfactory manner. Management, however, encourage the staff to attend mandatory training courses, including safeguarding and first aid for the benefit of the children.

The manager evaluates her practice, requesting the views of the children, parents and staff. She is fully aware of most weaknesses in her nursery and has an acceptable plan to aid her in making continuous improvement. She works closely with the local authority seeking guidance when necessary.

**What inspection judgements mean**

**Registered early years provision**

**Grade Judgement Description**

Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within

	12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY152727
<b>Local authority</b>	Wigan
<b>Inspection number</b>	819519
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	95
<b>Number of children on roll</b>	79
<b>Name of provider</b>	James Joseph Farrell
<b>Date of previous inspection</b>	19/01/2011
<b>Telephone number</b>	01942 795 213

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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