

Oaklands Day Nursery

643 Wilbraham Road, Chorlton, Manchester, M21 9JT

Inspection date

13/12/2012

Previous inspection date

12/10/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- There is a well-resourced and welcoming environment indoors, to support children's all round development and emotional well-being. This provides a range of experiences that develop children's growing independence and cooperation.
- Staff provide rich, varied and imaginative experiences for children and have a good understanding of how children learn. Planning is effective and supports individual children's learning and development. This enables children to make the best possible progress and ensures they are very well prepared for school.
- Relationships with parents are positive and well established. Parents feel valued and involved in their child's learning and development. Children experience innovative activities to support their understanding of healthy foods, exercise and safety.

It is not yet outstanding because

- Parents are not fully encouraged to be involved with the assessment of their child's learning and development needs on entry to the nursery or contribute towards the Progress Check at age two. This means that initially, children's individual interests and needs are not considered.
- The outdoor environment, activities and resources are not exciting, challenging or varied to attract and sustain children's interest and purposeful play.

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 observed children and staff in all rooms and during outdoor play.
- The inspector sampled assessment records, planning documentation, evidence of staff suitability and qualifications, and children's learning journeys.
- The inspector interacted with children and spoke with some members of staff from each playroom.
- The inspector invited the manager to inform the registered person.

Inspector

Anne Drinkwater

Full Report

Information about the setting

Oaklands Day Nursery was registered in 2008 on the Early Years Register. It is privately owned and is situated in a converted house the Chorlton area of Manchester. The nursery serves the local area. Children have the use of seven playrooms over three floors, the basement, ground floor and first floor. There is a fully enclosed rear area available for outdoor play.

A manager and 20 additional staff are employed to work directly with the children. Of these, 17 hold appropriate early years qualifications at level 2 or 3, the manager holds and

with Early Years Professional qualification. The nursery opens Monday to Friday all year round. Sessions are from 7.30 until 6pm. Children attend for a variety of sessions. There are currently 120 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It has procedures in place to support children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the partnerships with parents to promote a timely and united approach when carrying out the two year assessments and gaining relevant developmental information when their children first attend the setting
- enhance children's engagement and enjoyment during outdoor activities by improving the layout and presentation of equipment and resources.

Inspection judgements

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

Staff have a secure knowledge of the Early Years Foundation Stage framework and activities are planned to cover all seven areas of learning in the indoor environment. However, this is not extended to make the outdoor environment exciting and challenging. Observations are well written and are used effectively to inform individual plans for children. This results in children making good progress towards the early learning goals. Children's learning journeys clearly show their current levels of learning and development. Ongoing assessment includes some two year progress checks. However, the organisation of these does not always take into account the views of parents or how they can be used in a timely manner by health visitors.

The educational programme is well balanced and implemented successfully by staff. They use effective techniques to extend and challenge children's thinking. They model good vocabulary and give children time to think. When setting up for snack, staff encourage children to calculate how many chairs they will need for the number of children present. They ask open ended and probing questions. When eating their Christmas lunch, staff use words such as 'crispy', 'soft' and 'tasty' to describe the meats and vegetables. In the baby room, staff foster babies' personal, social and emotional development well. They show

interest in the activities and resources staff present and show a keenness to explore their surroundings. Plenty of floor space allows babies room to move and explore freely. Staff encourage babies to explore and develop their senses, everyday textures of foods, such as pasta, noodles and beans are explored. These are pushed, squashed and eaten to develop their sense of touch, taste and smell. Staff demonstrate how to build towers using lots of narrative to help babies link words with actions.

Staff use every inch of space to provide interesting things for children to look at, talk about and learn from. Images of their own families, people from different cultures, professions and photographs from around the world are on display. This gives children good opportunities to learn about the world in which they live. Planned activities, such as transport, and celebrating various festivals, further promote children's awareness of diversity. Children enjoy pretend play and are seen getting into character with friends. For example, when some children sleep others mimic staff and settle their dolls down for a sleep, children start preparations to make tea, which is pizza with lots of ingredients, such as pepperoni, peppers and cheese. To encourage children's literacy and reading skills, staff use printed words well in the environment. Equipment and resources are clearly labelled and staff use place mat laminates of children's names. This helps to encourage children to recognise their name and some can label their own work.

There are effective systems in place to support children learning English as an additional language. Staff encourage parents provide key words in their home language and parents will work with staff to ensure they can pronounce the words correctly and how and when they should be used. Where possible, staff have attended training to enable them to speak some basic phrases in French and Spanish to offer support and enhance learning experiences for other children. This is to be extended to incorporate other languages spoken by some children. Support is in place for children with special educational needs and/or disabilities and staff are aware of the support systems available within the local authority if there are concerns about children's development.

Parents have generally good opportunities to be involved in their children's learning. The setting invites parents to contribute to their child's learning journeys, meetings and activity days, or to share their professions with the staff and children. For example, a parent who is a dentist volunteered her time to encourage children with the 'Bus brush' programme and how to ensure healthy teeth. They share learning journeys, update parents on children's development, seek information about changing interests and discuss any other issues. Daily verbal feedback allows staff to express ideas for learning at home. However, information gathering does not include the children's developmental starting points at entry to enable staff to plan and deliver their individual learning needs when they first start attending the nursery.

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

Children happily explore their surroundings and display high levels of confidence. This is a result of the secure attachments children make with their key person. Staff offer babies lots of cuddles and sit close by them during play. Babies and younger children quickly

become secure and develop confidence in the welcoming environment. Staff ensure a smooth settling in period through the gradual admission programme and the involvement of parents as they are encouraged to share information about their child, family background and likes. Staff place importance upon easing children's transitions from room to room and consult extensively with parents. For example, staff consider how confident children are in their walking and their readiness for further interaction. As children grow and develop, moving up through the nursery, they learn to use a range of tools and equipment, become independent and reach the pre-school room keen to learn more and able to express their wants and needs. These are valuable skills that children require for their transition to school.

Children display very good behaviour and show an excellent understanding of how to behave and listen to instructions. For example, a child says to another child, 'You have to hold on to the rail when going up the stairs'. Also, as some children get excited for an activity they start to play with the resources set out, one child says to her friends, 'no, don't touch them yet, we have to wait'. Children have many opportunities to learn about their health. Much emphasis is put on physical activities throughout the nursery. Weekly 'stretch and grow' sessions, which include even the youngest of children encourage them to do simple exercises to fun exciting sounds and learn all about their bodies and what is good for them. Staff sit with children at lunchtimes and model good language to help children learn about and understand the importance of healthy lifestyles. They talk about growing 'big and strong' and displays around the environment of healthy foods further encourage children to make healthy choices.

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

Effective leadership and management enables the nursery to run smoothly. The manager has a good understanding of her role and responsibilities and through peer on peer observations and regular monitoring, staff are knowledgeable at providing and assessing challenging, exciting activities. This helps to ensure all children are making progress. Staff are supported well in their professional development. Staff meeting, training and appraisals take place on a regular basis. This provides opportunities for the manager and staff to discuss performance, areas for development and any training needs. Staff report they feel supported by the manager, who offers time out, support and encouragement.

Arrangements for safeguarding children are good. The implementation of training and the clear policies and procedures contribute to the safety and welfare of the children. There is also a thorough safeguarding policy in place to support practice. Staff demonstrates a firm understanding of safeguarding and the vast majority have received training in child protection. Staff show a good knowledge and understanding of what do to if they have concerns about a child in their care. They are clear of the procedures to follow in the event of an allegation. Recruitment and induction procedures are robust. As a result, suitably qualified and experienced staff care for children.

The manager uses online systems to self-evaluate the setting and shows a strong drive for

making progress. She uses feedback from staff and parents to build upon strong practice and make improvements to areas of development. For example, parents did not think the buggy store was secure and suggested the use of a combination lock. As a consequence, buggies are now stored securely and do not pose a risk within the nursery. Additional lights were fitted to the badly lit entrance steps to make the area safe. The management and staff have addressed the recommendations from the previous inspection effectively. This has had a positive impact on the effectiveness of observations, planning and monitoring systems. Partnership with parents in most areas is very well-established. There is a wealth of information available for parents and staff provide appropriate information for all parents via their website, newsletters and open evenings. Management seeks feedback from parents, through parent forums, comments books and questionnaires. Parent's responses are very positive regarding management, staff and their enthusiasm.

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

Unique reference number	EY387260
Local authority	Manchester
Inspection number	891333
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	120
Name of provider	Damian Louis Gregory
Date of previous inspection	12/10/2009
Telephone number	01618814702

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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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