

The Nursery (Oldham)

Alphabet House, 111 Henshaw Street, OLDHAM, OL1 2AQ

Inspection date

Previous inspection date

10/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children enjoy their time in the nursery environment which is warm, welcoming and stimulating. This enables them to develop their confidence to explore and learn in secure and safe, yet challenging, spaces.
- The key person system ensures that children receive relevant support and consistency of care. Practitioners are loving, sensitive and attentive to children's individual needs and know them well. As a result, children feel very safe and secure and are happy.
- Practitioners have a very good understanding of how children learn. They provide a range of toys and experiences and make the most of opportunities to extend children's learning. As a result, children show high levels of curiosity, make good progress in their learning and development, and are happily engaged in their play.
- All practitioners are highly committed to improve the nursery provision. They are continually taking into consideration the views of children and parents and plans for improvement are well targeted to strengthen their practice.

It is not yet outstanding because

- Opportunities for older children to be independent at mealtimes, such as serving themselves and pouring drinks, are not yet fully established.
- Access to the outdoor area to provide children with more exciting choices to play and enable them to learn in different ways and on different scales have not yet been fully embraced.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three main play rooms and the outside play area.
- The inspector looked at children's assessment records and planning documentation and discussed these with practitioners.

The inspector met with the manager of the provision and checked evidence of suitability and qualifications of practitioners working with the children. They also viewed the provider's self-evaluation form, risk assessments and children's records and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and from information gathered in children's learning journals.

Inspector

Marina Anna Howarth

Full Report

Information about the setting

The Nursery (Oldham) re-registered with Ofsted in 2012 due to a change of directors and previously operated for nine years. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from a two storey converted building in central Oldham and serves children and families from the local area and wider community. Children have access to three playrooms on the ground floor and there is an enclosed area available for outdoor play. The nursery is fully accessible to all children.

The nursery opens Monday to Friday from 7.30am to 6pm, all year round with the exception of bank holidays and Christmas holidays. The nursery also offers wrap-around care to children who attend the local primary school. Children attend for a variety of sessions. There are currently 50 children attending who are in the early years age group and 20 children aged from five to 12 years on roll. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language. There are a total of 12 members of staff who work directly with the children. Of these, nine hold appropriate early years qualifications at level 2 and 3. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- provide more exciting choices for children outdoors, so that they can learn in different ways and on different scales than when indoors
- encourage older children to further develop their independence at mealtimes, such as enabling them to serve their own food, pour their own drinks and tidy away afterwards.

Inspection judgements

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

Children have access to a stimulating and welcoming environment. Toys and resources are suitable for their age and stage of development and children benefit from safe but free access to them. While all children benefit from opportunities to play outside on a daily basis, the presentation of the outside learning environment across the provision, and opportunities for children to spend more time learning outdoors, are not as well embedded as opportunities for indoor learning. As a result, those children whose preference is for outdoor learning have less opportunity to extend their skills in this area. However, when outdoor play is available practitioners skilfully use children's self-chosen play, for example, in the mark making area, to extend their understanding of language and literacy, through writing letters and making links to sounds.

Assessment on entry and detailed information gathered from parents provides a secure base line for practitioners to identify children's starting points and meet individual needs effectively. Interaction between practitioners and every child is especially strong which is highlighted in the children's reactions, the progress they make and the enjoyment they display. Toddlers enthusiastically engage practitioners in their play as they dress up and dance around the room. They clearly enjoy the attention they receive from practitioners who follow the children's lead. Babies are gently encouraged to explore their environment. A variety of toys, soft play materials and textures are located around the room to encourage crawling, rolling and climbing. They are encouraged to use their senses when exploring different textures, such as sand, water and corn flour. As a result, children are interested in their play and engage happily.

Practitioners ensure that opportunities are made to support and extend children's learning across all areas. They use effective methods to engage and capture children's interests through personalised planning. Daily discussions with children's parents enables practitioners to reflect children's interests in the activities and build on their home based knowledge and experiences. For example, older children enjoy engaging in role play, as they dress up as action heroes from their favourite books and programmes. Parents receive regular feedback on their child's progress and are actively encouraged to share their observations. Each child has their own learning journal which parents are able to look at, at any time. They attend regular meetings, where they are able to discuss their child's progress in depth with their child's key person. Individual targets are shared with parents along with a wide variety of photographs illustrating the children engaged in a variety of activities and links to the Early Years Foundation Stage. This enables parents to understand how to support their children's learning at home and provides ideas for activities. Liaison with local schools and sensitive support provided by practitioners ensures that children are prepared for their transition into school.

Teaching methods are strong as practitioners are skilful in the way in which they use adult-led and child-initiated activities to question and challenge children's thinking. For example, during a group activity, children are encouraged to correctly identify a variety of musical instruments through open questions and have opportunities to play with them to create different sounds. They are given time to listen carefully to the different instrument sounds and have time to respond and reproduce the same sound, from a duplicated selection of instruments. All children are secure in communicating their needs and preferences. Children for whom English is an additional language are encouraged to communicate their needs through the use of colourful pictures and symbols and visual

timetables, supported with the use of gestures. Practitioners liaise closely with parents and bilingual staff and learn familiar words and phrases in the children's home language, providing familiarity. Babies are skilfully supported in developing their vocabulary as practitioners encourage their babbling by copying their sounds in turn taking conversations and repeating familiar words and phrases. Older children are actively encouraged to talk about their experiences and explain what they are doing. Story sacks are also introduced, with a variety of props and puppets, enabling children to role play their favourite stories.

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

An effective key person system ensures that all children form secure emotional attachments. Children clearly enjoy cuddles and individual attention which results in them feeling confident, motivated and secure. This provides a strong base for babies enabling them to become independent and receive reassurance and comfort from familiar adults. This security also enables all children to develop skills for future learning. All children show a strong sense of belonging within the setting. Practitioners are attentive to their individual needs and act as positive role models and treat children with respect and sensitivity. Children engage in a range of activities, such as the celebration of different festivals and access resources that reflect diversity and explore feelings. As a result, children show care and concern towards each other and learn to respect each other's differences. Children are sensitively supported when moving to the next identified key person. Transitions are based on what each child can do and the process results in them being confident learners ready to embrace new challenges and experiences.

Babies and young infants settle well because they are familiar with practitioners, who have a good knowledge of their individual likes, needs and routines. They are confident explorers and enjoy investigating a wide range of resources. These include treasure baskets, enabling them to explore and experiment with the properties and elements of natural materials. They engage happily in sensory play as they explore paint with their hand and feet and feel the texture of sand between their fingers. They also enjoy exploring small spaces filled with plastic balls, where they excitedly bury their feet and legs and throw the balls into the air with their hands.

Overall, pre-school children are encouraged to be independent and to manage their personal needs. They proudly demonstrate how they can put on their coats and fasten their buttons. They understand the need to wrap up warm because it is cold outside. However, opportunities during meal times to set the table, serve their own food and tidy away afterwards are not consistently implemented, resulting in missed opportunities for the further development of independence. They develop a good understanding of healthy lifestyles through the provision of healthy, nutritious meals and snacks and learn about dental hygiene through discussions and daily opportunities to clean their teeth after lunch. The learning environment enables children to make independent choices allowing them to express themselves creatively, use their imagination and play an active role in their learning.

Children learn about managing risks and staying safe through a variety of experiences. While getting ready to play outside, children are aware that they must make a line and do

not leave the nursery unless accompanied by a practitioner. Small brushes located within easy access enable children to take responsibility for their environment, such as sweeping up the sand to prevent anyone slipping and hurting themselves. They participate in regular visits to the local community where they practise the 'Green Cross Code' and learn about keeping safe in a different environment.

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

All practitioners have a secure knowledge and understanding of how to protect children in their care. They have all attended recent safeguarding training, ensuring that they are well aware of the relevant procedures to follow, in the event of any child protection concerns arising. Practitioners are committed to providing an environment that is welcoming, safe and stimulating where children enjoy their learning and develop their confidence. Every child is fully included and receives a happy and enjoyable experience that secures their future learning. Practitioners carefully assess possible risks and take effective steps to prevent accidents while enabling children to have freedom to explore and learn safely. For example, daily checks of the premises are conducted inside and out and any potential hazards removed.

All practitioners are eager to provide high quality care and learning for children and are highly committed to improve their practice. Regular meetings and discussions, along with the views from parents and children, enable them to identify their key strengths and identify areas for improvement. For example, additional resources have been purchased in response to children's interests, such as dressing up clothes of their favourite characters. The introduction of regular meetings between parents and their child's key person enables parents to discuss their child's progress and express their views. It also provides a clear overview of children's next steps in learning so they can be supported effectively and consistently both in the setting and home environment. Robust recruitment, induction and performance management ensure that practitioners' strengths are valued and recognised and targets set that identify areas for improvement.

Regular support and liaison with a wide range of professionals has enabled practitioners to implement the revised Early Years Foundation Stage with confidence, ensuring they monitor all children's skills, abilities and progress consistently. Effective methods for monitoring children's progress, results in their needs being met effectively and relevant support services involved. Partnership working with parents, external agencies and other providers are well established and contribute to meeting children's needs. Effective communication ensures that parents are kept fully informed of their children's day. Parents' views are sought through discussions, written comments and questionnaires. Photographs are also readily available to illustrate the breadth of activities that children are actively involved in throughout their time at the setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY453231
Local authority	Oldham
Inspection number	896674
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	93
Number of children on roll	70
Name of provider	The Nursery (Oldham) Ltd
Date of previous inspection	Not applicable
Telephone number	01616275510

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

