

# Oaklands Day Nursery

643 Wilbraham Road, Chorlton, MANCHESTER, M21 9JT

## Inspection date

06/11/2013

Previous inspection date

13/12/2012

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

2

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

4

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

4

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

4

## The quality and standards of the early years provision

### This provision is inadequate

- The manager and leaders of the nursery have a poor understanding of the Statutory framework for the Early Years Foundation Stage, and consequently, have failed to identify where there are several breaches in legal requirements. This means that children are not always effectively safeguarded.
- Inadequate levels of supervision, ineffective staff deployment and ineffective risk assessments impact on children's well-being and compromise children's safety.
- Children are not always protected from the risk of cross-infection due to poor staff hygiene practices.
- The manager's monitoring of individual staff practice is weak. As a result, the quality of teaching is inconsistent, particularly in relation to following children's interests and supporting children who speak English as an additional language. This results in some children lacking enthusiasm for learning.

### It has the following strengths

- Babies home routines are respected, which supports their continuity of care.
- Children with special educational needs and/or disabilities are supported through effective individual educational plans.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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's activities and staff interaction with children in the playrooms and the outdoor play area.
- The inspector observed breakfast and lunchtime with the children.  
Discussions were held with children, individual staff members, the manager, the registered provider of the nursery and some parents. A joint observation was carried out with the manager.
- The inspector looked at documentation, including observations, assessments, planning, systems for tracking children's progress and a sample of other records, including policies and procedures.

## Inspector

Kate Smith

## **Full report**

### **Information about the setting**

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

A manager and 20 additional members of staff are employed to work directly with the children. Of these, two hold Early Years Professional Status, 11 hold appropriate early years qualifications at level 3, six hold appropriate early years qualifications at level 2 and two are unqualified. The nursery opens Monday to Friday all year round, except for bank holidays and the week between Christmas and the beginning of January. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions.

There are currently 101 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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

**The provision is inadequate and Ofsted intends to take the following enforcement action:**

We will issue a Welfare Requirements Notice with a completion date of 11 December 2013 requiring the provider to:

improve arrangements for the supervision of children by ensuring the required staffing ratios are maintained at all times of the day and staff are effectively deployed to meet the needs of children and legal requirements

ensure staff have appropriate skills and knowledge and a clear understanding of their roles and responsibilities with specific regard to maintaining hygienic practices at nappy changing times, to prevent the risk of cross-infection

improve the effectiveness of risk assessment and health and safety procedures to identify report and remove hazards, with specific regard to trailing wires in the Bumble Bee room and wet and mouldy books in the outdoor play area, to prevent health hazards.

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

- implement effective and informed performance monitoring of staff to ensure they receive effective support, coaching and training so that they have the skills, understanding and knowledge to undertake their roles and responsibilities effectively
- improve the educational programme for children with English as an additional language by ensuring that children experience a language rich environment and by developing practitioners' skills in using a range of communication strategies, such as visual timetables, modelling language and supporting and developing children's skills and confidence in speaking
- provide resources that promote inclusive practice and take account of children's differences, particularly for those who exhibit a preference for using their left hand, in order to provide equality of opportunity for children to access all activities.

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

- improve the organisation of lunchtime to ensure children in pre-school are not sitting at the table for long periods of time waiting for meals to arrive.

## Inspection judgements

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

The inadequate staffing levels for parts of the day, coupled with ineffective staff deployment, have a significant impact upon the learning and development opportunities provided for the children. Staff are interrupted in their care of the babies by being responsible for other tasks. This, along with caring for more babies than legal requirements allow, for example three members of staff across three rooms are responsible for the care of 14 babies, which results in quality time to meet children's individual needs being affected. In the Grasshopper playroom, young children sort and classify objects with a member of staff as they enhance their mathematical development. However, their concentration and learning is interrupted as the staff member is distracted by other duties. Staff plan activities for children to take part in, that cover all areas of learning. They make observations of children in play and plan appropriate next steps in learning. However, planning of activities with clear learning objectives does not always translate into effective practice. Consequently, the quality of teaching is inconsistent, particularly in relation to following children's interests and supporting children who speak English as an additional language. This results in some children lacking enthusiasm for learning. For example, poor planning and inappropriate delivery of an overly adult-directed painting activity with the younger children, results in children becoming distressed. Staff are unable to respond to children's interests and insist on children completing the activity as planned. Senior staff are required to intervene, however, in doing so other children in the room that she was working with become disengaged and lose interest in what they were doing. They begin to throw the objects they had been sorting, around the carpet. This demonstrates a lack of consistency in the quality of teaching which has an impact upon the learning of a number of children.

Babies play with shredded paper as they explore using their senses and independently splash in a water tray outside as they transfer plastic fish into a bucket. They investigate and explore natural materials, which promotes their independence. Outdoors, young children dig in the sand and ride tricycles to enhance their physical skills. Older children use their imagination as they suggest that the climbing frame is a ship on the sea travelling to an island. A member of staff supports this play by enhancing children's critical thinking asking 'If there were sharks in the sea what would they do?'. A recommendation from the last inspection to enhance the outdoor area has been implemented, as a sheltered area and a mud kitchen have been created. However, ineffective risk assessment prior to children going out to play, means that the outdoor environment contains resources that compromise children's safety. For example, a small playhouse in the garden contains a plastic box full of books to promote children's interest in literacy. However, the books have got wet and gone very mouldy. Children are able to access the books independently as they enter the playhouse. The books fall apart when handled by the inspector, with green and black mould transferring on to fingers, which constitutes a health hazard.

Staff sing songs and encourage children to join in the actions to promote their physical development. In the pre-school room children listen to a group story to enhance their

listening skills and concentration. However, the story is rather long and towards the end some of the younger pre-school children become restless. Children who are acquiring English as an additional language are not able to participate in all activities for example, staff do not adapt the way they tell stories to enable all children to understand. In addition, the key person system is ineffective in ensuring that staff have the required training and knowledge to support the individual needs of the children. For example, children acquiring English as an additional language are allocated to unqualified members of staff who have received no training in how to provide sufficient differentiation to support effective communication. This means that not all children are supported effectively in developing skills and confidence in communicating their individual needs.

An adult-led activity, planned to encourage children to use one-handed tools and equipment, enables a small group of pre-school children to create individual models that they design from empty boxes, card, paint and glitter. This enhances children's imagination and creativity, as one child explains that they are making a fire engine and another child comments 'When I'm three, I can go to the fire station'. Children choose scissors to cut paper and card in keeping with the learning objective. One child chooses three different sets of scissors and becomes increasingly frustrated that she cannot cut the card. The staff member supports her but is unable to make any impact as the child is left-handed and all the scissors on offer are for right-handed children. The child gives up in frustration and picks up her paint brush and continues to paint, losing the opportunity to challenge and practise her cutting skills. As a result, children's learning is not sufficiently extended to help them make progress. Other right-handed children who manage to cut with the scissors are praised by the member of staff who says 'You're doing it, brilliant', which further compounds the child's lack of success due to inadequate resources. Consequently, children are not consistently acquiring skills and attitudes to help prepare them for the next stage in their learning.

Parents complete basic initial information regarding children's learning and development when children join the nursery. Staff use this as a guide for starting points for learning. Staff write termly observational summary reports of children's development that they share with parents and have implemented the required 'progress check at age two'. Children's progress is tracked and staff support children with special educational needs and/or disabilities effectively by writing individual educational plans which are shared with parents.

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

Gradual admission procedures help young children to settle and become familiar with the nursery. Staff gather information about individual care needs for children and follow home routines to aid continuity. Staff are sometimes deployed according to the needs of the nursery rather than their key children, which hinders children's well-being. For example, sleeping children in one of the pre-school rooms are left in the sole charge of a student who is new to the setting and not known to the children. This compromises children's safety and means they awake to an unfamiliar adult who does not know their individual needs, affecting children's emotional security. For parts of the day the nursery has too few staff on duty, which means individual staff are caring for more children than legal

requirements allow. Although there is a key person system in place this is sometimes ineffective, as children are receiving too little individual care and consideration because the staff to child ratios are not consistently adhered to. This is a breach of the welfare and safeguarding requirements. Babies sleep undisturbed in cots and toddlers sleep on fold out foam mattresses in their respective playrooms. Staff check on sleeping children regularly and children have their own allocated bedding to avoid potential risks of cross infection. However, inconsistent staff procedures around nappy changing results in unhygienic poor practice, which means that children are not always protected from the risk of cross infection and health hazards.

Balanced and nutritious meals are provided for all children and take account of babies weaning preferences, individual allergies and cultural requirements. Children's self-help skills are appropriately fostered as babies are given support and encouraged to feed themselves. Older children collect their own plates, knives and forks at lunchtime which fosters their independence. However, in the pre-school room children become restless because they are sitting at the tables for a long period of time waiting for their lunch to arrive. Staff are not able to distract and engage all children in meaningful activities during this time, further demonstrating the poor quality of staff practice. Staff support children as they try and serve their own curry and noodles for lunch and pour themselves a cup of water from a jug. Children are encouraged to wash their hands prior to eating and to brush their teeth as they gain an understanding of keeping healthy. Staff encourage older children to put on their own coats prior to going out to play and to hang them back up carefully to encourage their self-care.

Children have daily opportunities to play outdoors in a secure garden in the fresh air which enhances their health and well-being. However, mouldy books in the playhouse present a danger to children's health. Children access the garden on a rota basis to support their safety and to allow staff to ensure resources are developmentally appropriate and challenging. For example, babies dig in sand and staff support them using the slide safely without the more boisterous pre-school children accessing the space at the same time. When it is their turn outside, older children climb, ride bicycles and balance as they walk along a plank, learning to take appropriate risks. Staff adequately support children, when required, by holding their hands to keep them steady. Children take part in emergency evacuation procedures to learn the procedure to follow to keep safe.

Staff plan activities that take children into the local community to support further learning opportunities. For example, babies attend the local children's centre to access the sensory room, enhancing their sensory development and understanding of cause and effect. Older children visit the local museum as they extend their knowledge of the world. Visits into the nursery by local health professionals support children's understanding of keeping their bodies healthy and dental hygiene.

Adequate strategies are in place to manage children's behaviour and staff are consistent in their approach. Staff encourage children to share and take turns and remind children of the nursery rules. For example, children are told to 'use walking legs inside and running legs outside'. In the Butterfly room, staff use stickers as positive rewards and children take pride as they stick them on their own chart, which boosts their self-esteem. Staff support children as they move rooms through the nursery and write transition reports to aid

continuity in learning and development. Similarly, staff write reports to aid continuity for children when they move to other early years settings or on to school.

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

The inspection was prioritised by Ofsted following concerns raised regarding inadequate staffing levels at certain parts of the day. During the inspection evidence was gathered to demonstrate that required staff to child ratios are not consistently maintained because there is ineffective staff deployment. Staff are often engaged in other tasks, which takes them away from the care of the children. While across the nursery there are generally sufficient qualified staff to the number of children, poor deployment means that there are insufficient qualified staff working with groups of children. Ineffective staff deployment by inexperienced management is further demonstrated as a student, on her first week of placement, is left in sole charge of sleeping babies to whom she is unfamiliar. As the manager does not always ensure arrangements are in place to meet staff to child ratios, this impacts on staff's ability to meet children's individual needs. Consequently, during this time children receive insufficient support to progress in their learning and development and their well-being is not sufficiently supported.

The nursery premises are secure and staff ensure that the identity of visitors is checked before allowing them access to the building, where they are asked to sign the visitors' book. Staff have completed safeguarding training and are aware of the signs and symptoms of abuse. The manager, who is the safeguarding officer, has recently received local authority approved safeguarding training and is aware of the course of action to take should she have any concerns regarding child protection. The manager has a clear understanding of procedures to follow should any complaints be received regarding allegations against a member of staff. Procedures regarding the use of mobile phones and cameras in the nursery are in place to safeguard children. All staff are subject to a comprehensive recruitment procedure, including obtaining Disclosure and Barring Service checks, to ensure they are suitable to work with children. Staff update some of their skills by attending training courses and staff meetings. Peer to peer observations, where staff observe each other and written staff appraisals are used, to support staff training needs. However, the manager has not yet implemented effective and informed performance monitoring of staff to support more consistent standards of teaching across the nursery and to ensure they have an effective understanding of their roles and responsibilities. For example, staff have a poor understanding of how to effectively support children who have English as an additional language. Staff do not demonstrate sufficient training in risk assessment to ensure they are effective in removing all potential hazards from the nursery environment. This results in missed hazards including, fans on high shelves with trailing wires that children can reach, mouldy resources and poor staff hygiene practices, which mean children's well-being is compromised.

Staff monitor children's progress in all areas of learning. The manager monitors individual children's files to check their progress. This evaluation and her knowledge as the nursery special educational needs coordinator, enables early intervention to be sought, if required, to support individual children. The nursery currently supports children with special



educational needs and/or disabilities and the manager is aware of the benefits of multiagency working to enable all children to make effective progress in their learning.

Recommendations from the last inspection have been implemented effectively and have been included in the current action plan for the nursery. This is drawn from the self-evaluation, which gathers the views of the staff and parents via questionnaires regarding the nursery's strengths and weaknesses. This demonstrates a desire to improve the nursery. However, although there is a comprehensive self-evaluation document in place, it is not robust in identifying all current weaknesses in the nursery, particularly those which are breaches in legal requirements. This is because managers do not have a thorough understanding of the requirements of the Statutory framework for the Early Years Foundation Stage.

Most parents comment that they find staff caring and approachable. Parents are included in children's assessments at age two years and receive regular reports about their children's learning and development, which supports continuity. The manager is starting to create links with teachers from local schools to come into the nursery to further support children's emotional development when moving onto school. Partnerships with outside agencies are in place to support children with special educational needs and/or disabilities.

## 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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.  |
| Grade 4 | Inadequate           | Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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>     | EY387260                 |
| <b>Local authority</b>             | Manchester               |
| <b>Inspection number</b>           | 942121                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 5                    |
| <b>Total number of places</b>      | 70                       |
| <b>Number of children on roll</b>  | 101                      |
| <b>Name of provider</b>            | Damian Louis Gregory     |
| <b>Date of previous inspection</b> | 13/12/2012               |
| <b>Telephone number</b>            | 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, which are usually the childminder's 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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