

Oaklands Day Nursery

643 Wilbraham Road, CHORLTON, Manchester, M21 9JT

Inspection date

30/05/2014

Previous inspection date

06/11/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- Staff have a good knowledge of how children learn and provide a varied and imaginative educational programme, with precise assessment and planning for individual children. As a result, children make consistently good progress in their learning and development in relation to their starting points.
- The well-embedded key person system helps children to form close emotional attachments as staff skilfully support them in their play. Consequently, children feel safe and secure in the nursery and their all-round well-being is effectively promoted.
- Staff have a very good knowledge and understanding of their responsibility to safeguard children, which is successfully translated into practice. This means that children are well protected and can play and learn in a safe environment.
- Leadership is effective and creates a positive ethos within the nursery. High expectations are communicated through team meetings and one-to-one supervisions to ensure that the implementation of the Early Years Foundation Stage is effective.

It is not yet outstanding because

- There are some missed opportunities to further enhance children's mathematical development and enhance their problem solving skills during play and daily routines.
- On occasions, the management of children and organisation of group activities in the pre-school room is not used to maximum effect to meet the developmental needs all children.

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 in all playrooms and the outdoor environment.
- The inspector held discussions with the manager and talked to children, staff and key persons throughout the inspection.
- The inspector carried out a joint observation with the manager.
The inspector looked at various documents, including a sample of policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Julie Kelly

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 seven playrooms over three floors, the basement, ground floor and first floor. There is an enclosed rear garden available for outdoor play. 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 112 children attending who are in the early years age group. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives funding for the provision of free early years education for two-, three- and four-year-old children. There are 25 members of staff, including the manager who are employed to work directly with the children. Of these, two hold Early Years Professional Status, 16 hold an early years qualification at level 3, six hold an early years qualification at level 2 and one is unqualified. The nursery is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- provide children with an extensive range of opportunities to further enhance their mathematical development, for example, by role modelling language, such as bigger, smaller, longer, shorter, more, less and altogether and asking open-ended questions during play and daily routines to further extend their problem-solving skills
- review the organisation of group times in the pre-school room, so that all children are fully engaged in activities, for example, by providing opportunities for younger children to learn in smaller groups.

Inspection judgements

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

Babies and children thrive in this good quality nursery and consistently demonstrate the characteristics of effective learning. Staff provide children with a stimulating and exciting environment, both indoors and outdoors, which is equipped with a wide range of resources to encourage children to explore and be active learners. For example, babies are fully engrossed as they investigate materials such as sponges, brushes, whisks, wooden spoons and metal containers. Toddlers have a wonderful time as they explore cornflakes and listen intently to the crunching sounds it makes. Older children squeal with excitement

as they take their shoes and socks off and experience the texture of sand on their feet. Teaching is rooted in a secure knowledge of the Early Years Foundation Stage and a comprehensive understanding of how children learn. As a result, children's individual needs are well met and they make consistently good progress in relation to their starting points. Staff are enthusiastic and full of fun and this is reflected in the motivation and enthusiasm of children as they learn and play. However, on occasions, group activities do not always fully meet the needs of all children. For example, during a phonics session in the pre-school room, younger children are less involved. They sit for a long time before it is their turn to find their name card and, as a result, some children become distracted and lose interest.

Staff place a high priority on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and eventually, school. Staff skilfully teach children to take turns and cooperate with each other and this is reflected in how they negotiate and play harmoniously together. Children demonstrate their understanding as they say 'We have to share' and willingly swap resources with each other. Communication and language development is given high priority and facial expressions, actions and gestures are used to maximum effect to illustrate and support language development for very young children. Staff provide a running commentary to describe what children are doing and skilfully use books, rhymes and stories to develop their listening and attention skills. Children confidently talk to staff about their home and family as they explain 'I am going to Finland on an aeroplane' and 'My baby sister is downstairs in the baby room'. Staff intuitively 'tune in' to the individual sounds babies make and babble back to them to help them learn the art of two-way conversation. Babies demonstrate their learning as they excitedly wait for a response from staff. Children with special educational needs and/or disabilities who need additional help in this area of learning are effectively supported. For example, staff skilfully use pictures, props, puppets, symbols and visual aids to reinforce their communication skills. Staff provide a wealth of opportunities for children to develop physical skills, both indoors and outdoors. For example, babies have the freedom and space to crawl, roll, stretch, reach and cruise along the furniture. Older children develop large muscle control as they use climbing equipment, complete assault courses and balance on stilts with increasing control. Children who speak English as an additional language progress well because staff work closely with parents to learn and use key words and phrases in children's home language. New resources are now in place, such as a 'talking pen', dual language books and posters to further enhance their understanding of English. Children have access to a wide variety of resources and equipment to develop their mathematical understanding, such as capacity containers, different sized dogs which they can sort, match and count and numbers displayed in the environment. Children confidently demonstrate their good counting skills as they competently count from one to thirty. However, staff do not always make the most of opportunities during play and daily routines to enhance children's understanding and use of mathematical language and further enhance their problem-solving skills.

Staff make good use of accurate and precise observations across all areas of learning to help them plan for children's individual learning and effectively monitor their progress. As a result, gaps in learning are quickly identified and effective support put in place, including

the involvement of external professionals if necessary. This means that no child is disadvantaged and all children can achieve their full potential. Parents are encouraged to be actively involved in the initial assessment using the 'All about me' booklet, which provides staff with a detailed picture of children's starting points. Staff plan for the development needs of each child based on their unique interests which has a significant impact on their progress. The environment is enhanced through the implementation of resources that meet children's needs and as a result they consistently demonstrate the characteristics of effective learning. Children's learning journey records are maintained to a good standard and contain observations, ongoing assessments and photographs to evidence their learning and progress. Partnerships with parents are strong and make a significant contribution to meeting all children's needs. Staff value parents' input and share information about how they can help their child's learning through simple activities at home. For example, they encourage parents to help children look for four spoons at home that are different sizes to promote children's mathematical skills. Parents are given information about their children's learning through verbal feedback, daily sheets, regular written summaries of children's progress and opportunities to review children's learning journey records at any time. Staff complete the progress check for children aged between two and three years and this is shared with parents.

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

Children feel secure and settle well on entry to the nursery. Staff greet children and welcome them into the room, ensuring that they feel valued and cared for. A nurturing environment is created in which children are fully supported by consistent routines and the effective, trusting relationships with their key person. This provides a strong foundation for babies to develop independence and exploratory skills and for all children to develop skills for future learning. Relevant and meaningful information is discussed with parents to provide children with the very best care and support from when they first start at the nursery. Key persons have a thorough understanding of how children communicate their needs if non-verbal, so can quickly respond to make sure that they are comfortable and content. Babies demonstrate their contentment as they snuggle into their key person and are gently rocked to sleep. The arrangements for supporting children as they move rooms within the nursery are carefully planned to meet each child's needs. For example, they attend settling-in visits with their key person. All information and learning journey records are passed on to the next key person in order to meet and support children's individual welfare and development needs. Each room has its own 'family board' which displays children's family photographs. This is used successfully to further enhance the settling-in process, develop children's sense of belonging and means that staff talk to children about significant people in their lives. As a result, children very quickly adapt to the environment and daily routines and confidently form new friendships.

Staff role model excellent hygiene practices and teach children the importance of washing their hands before eating and after using the bathroom. Children learn about the importance of a healthy diet as staff talk to them about foods that make their bodies grow. They are provided with a wide variety of healthy snacks and nutritious meals and are encouraged to try new foods and textures. Daily access to outdoors and regular walks in the local community means that children benefit from fresh air and exercise. Cosy areas

within the indoor environment give babies and children opportunities to rest and relax and play quietly. As a result, children's health and good hygiene is successfully promoted, which in turn has a positive impact on their physical and emotional well-being.

Children learn about expected levels of behaviour from the positive role modelling of staff and from each other. Their behaviour is consistently very good because staff provide them with clear and consistent boundaries and help them to learn to manage their own feelings. Children are involved in nursery rules and know to be kind to each other and share resources. Staff teach children to understand how their behaviour affects others and think about what they can do to resolve the situation. Children show a secure level of understanding of the behavioural expectations and demonstrate good self-control, as they listen to staff explanations, share resources and play harmoniously together. Children learn about keeping themselves safe as staff teach them the safety rules of the nursery and how to keep safe when out walking. They demonstrate their knowledge as they explain that 'scissors are very sharp and we have to be careful with them'. Consequently, children's understanding of keeping themselves safe is effectively promoted.

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

Staff have a very good knowledge and understanding of how to protect and safeguard children and policies and procedures are known by all staff and are implemented consistently. They have attended safeguarding training and this continues to be updated to ensure they continue to strengthen their knowledge, understanding and skills in this area. Staff are fully aware of their safeguarding responsibilities and know what to do and who to contact in the event of a child protection concern. They place a very strong focus on keeping children safe and this is successfully translated into practice.

Robust risk assessments for all areas of the premises and outings, daily checks of indoor and outdoor environment and consistent maintenance of the resources and equipment ensures that children can play and learn in safety. Staff complete monthly audits of the equipment to identify whether new resources are needed and these requests are promptly dealt with by the manager in consultation with the owner. This means that children continually benefit from new and exciting resources that are well-maintained and safe. Staff are vigilant regarding security measures to ensure children are protected from unwanted visitors and cannot leave the premises unsupervised. For example, they verify the identity of visitors, closed circuit television cameras are situated at the front and back entrance and key pad locks fitted on internal doors.

Staff are deployed to maximum effect to ensure children are closely supervised at all times and ratios are consistently met. Effective systems in place for planning staff rotas ensures that the manager or one of the two deputy managers is always on site. Rigorous recruitment and selection procedures, for example, induction processes, probationary periods and completion of checks pertaining to suitability, ensure that staff are suitable, safe and appropriately skilled to work with children. Staff's ongoing suitability and the quality of their teaching is monitored through supervision, appraisal and a targeted programme of professional development training to address underperformance and

increase staff skills. Staff complete an individual training sheet to record what they have learnt, feed it back to the staff team and discuss how it can be implemented in the nursery.

The manager takes overall responsibility for overseeing the educational programme to ensure it is implemented effectively. This means that children have access to a broad and balanced curriculum that covers all seven areas of learning. Furthermore, children's learning records are regularly checked by the manager to ensure that they are up to date and that observations and tracking accurately reflect children's learning and progress. Through robust support systems, such as peer observations, mentoring, coaching and role modelling, staff are expertly guided in their practice to achieve the high aspirations of the manager. The manager completes a tracking grid for all children in the nursery to monitor their progress. This means that she can identify any commonalities where children are developing less well and take action to address these. For example, by discussing with staff at team meetings how they can plan for children more effectively in these particular areas of learning. Staff are passionate and fully committed to their work and the service they provide and this is reflected in their enthusiasm and the enjoyment they demonstrate when interacting with the children.

The manager, together with the staff team, has worked incredibly hard to address the actions and recommendations raised at the last inspection and following the monitoring visit undertaken in February 2014. Changes to practice, and procedures have been successfully implemented and has had a significant impact on improving learning outcomes for children. This is particularly evident with regard to staff's understanding and meticulous implementation of hygiene procedures and the reporting of health and safety concerns, to ensure the prevention of cross infection and health hazards. The manager and staff welcome support from the Manchester Quality Assurance Team and act positively on their advice and guidance. Self-evaluation processes are good and managers and staff have a shared vision of improvements for the future to make sure that the quality they have achieved since the last inspection continues to be sustained. For example, there are detailed action plans in place that effectively target priorities for improvement. Staff constantly evaluate their practice and the environment to ensure that they continue to improve, as they strive to provide the best possible care and education for all children.

Staff fully understand that working closely with parents has a significant impact on children's learning and development. Partnerships with parents are strong. Children's learning journey records are shared with them and they access a wealth of information in the form of displays, photographs and regular newsletters. A great emphasis is placed on daily face-to-face communications, achieved through the meet-and-greet open door policy. Staff make links with local schools and share developmental records so that children are well supported when the time comes for them to move on. Consequently, children benefit from consistency and continuity of care and education. Staff effectively teach children about school life as they provide activities, such as dressing up in school uniforms, opportunities for discussions and reading relevant stories. Parents are highly complimentary about the nursery and comment that staff provide a welcoming, safe and stimulating environment where children develop well and make good progress in their learning. They comment that children settle quickly because staff gather detailed

information about them before they start which means they know them well. Parents state that staff are the main key strength of the nursery because they are kind, show genuine care and concern for children and meet their individual needs well.

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

Unique reference number	EY387260
Local authority	Manchester
Inspection number	961513
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	70
Number of children on roll	112
Name of provider	Damian Louis Gregory
Date of previous inspection	06/11/2013
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, 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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