

The New Village Nursery

9 Albert Street, Lees, OLDHAM, OL4 5DG



Inspection date

Previous inspection date

7 May 2015

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Leaders have a good understanding of the safeguarding and welfare requirements. Safeguarding policies and practices are robust, and child protection is given high priority. Risk assessments are completed and effective staff deployment ensures children are well supervised. Staff to child ratios are met at all times. This helps to ensure children are safe and secure.
- A strong key-person system means that children are supported by caring staff who know them well. Babies snuggle up to staff for cuddles, confident in the care of their key person. Staff consistently promote positive behaviour. Older children share positive relationships with staff and their peers. Consequently, all children settle well, develop confidence and are emotionally secure.
- Teaching is good and, occasionally, better than good. This results in all children, including those who speak English as an additional language or have special educational needs and/or disabilities, making very good progress in their learning and development, in relation to their starting points and capabilities.
- Children are motivated to learn, as staff plan a range of exciting activities, which follow children's individual interests and learning needs.
- Leaders place great emphasis on providing ongoing support and training for staff to continue to develop their skills and knowledge. Staff are supported to gain further qualifications, which has a positive impact on the already good quality of care and learning for all children.

It is not yet outstanding because:

- Staff do not offer a good range of resources to stimulate children's interests in technology.
- Sensory and exploratory activities and experiences are not readily available for younger children.

What the setting needs to do to improve further

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

- support children's understanding of technology, by providing a range of resources to stimulate their interests in this area, for example, toys with buttons, flaps and simple mechanisms, and ensuring that battery operated toys are in good working order
- improve younger children's sensory development, by providing more opportunities for them to engage and explore in a variety of sensory and explorative play materials.

Inspection activities

- The inspector observed activities in all of the nursery rooms and outdoors.
- The inspector conducted a joint observation and held a meeting with the manager and the area manager.
- The inspector spoke to the staff and children, and gained the views of parents.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and reviewed the nursery's policies and procedures, self-evaluation and action plans.

Inspector

Layla Louise Clarke

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff provide a broad and balanced range of enjoyable learning experiences, to support children's development across all areas of learning. Babies access stimulating, age-appropriate toys in their designated room. This means they are able to choose from equipment, which is specifically designed to promote their development. Babies explore with coloured dough, as staff reinforce new language, such as 'squidgy', and repeat words to encourage talking. Toddlers enjoy singing songs and action rhymes with staff, while older children benefit from specific phonic group activities. As a result, all children's communication and language development is actively promoted. Children have access to some equipment to promote their understanding of technology, such as calculators and a computer in the school club room. However, some of these resources do not have batteries. Therefore, children become frustrated, as the items fail to respond to their actions. Older children have regular access to sand, paint and water. However, for younger children, these experiences are provided through planned activities, which limits their sensory and explorative play experiences.

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

Children's independence is supported well. Staff provide accessible equipment and resources. All children have their own coat peg and tray, which are clearly labelled with their name. This promotes a positive sense of belonging. Lunchtime is a social occasion, where staff teach children about healthy lifestyles, as they encourage handwashing and self-service. Staff and children engage in lively discussion as they discuss where milk comes from. Children help themselves to 'cowboy pie' and pour their own water. Children participate in regular outdoor play. They use a range of outdoor equipment, play bat and ball games with staff and complete exercises, which promotes their physical health. Staff are responsive to children's individual needs, promptly changing children's nappies and dealing with any minor accidents by administering first aid, which supports children's physical well-being.

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

Leadership is strong. Managers have detailed systems in place for recording information. Record keeping is robust and includes details of staff suitability. There is a complaints procedure which is displayed for parents. The nursery manager and the area manager review the planning and assessment arrangements. As a result, children's learning is well promoted and they develop skills in readiness for school. Managers use feedback from staff, parents and children. Parents are asked to fill out questionnaires, and there is a noticeboard for older children to write comments. This demonstrates a strong commitment to continue to improve the good quality. Staff involve parents by using effective strategies for them to contribute to their children's learning. A library system allows parents to share books with their children at home. There are well-established links with local schools. Staff share detailed information to ensure that children's individual needs are very well met.

Setting details

Unique reference number	EY478187
Local authority	Oldham
Inspection number	1013393
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	65
Number of children on roll	89
Name of provider	Domalo Limited
Date of previous inspection	Not applicable
Telephone number	01616288921

The New Village Nursery was registered in 2014. It is one of four settings owned and managed by Domalo Limited. The nursery employs 10 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one member of staff holds an appropriate qualification at level 2. The manager holds Qualified Teacher Status. The nursery opens from 7.30am until 6pm, Monday to Friday, all year round, excluding public holidays, and one week over Christmas. Children attend for a variety of sessions. 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, and children with special educational needs and/or disabilities. The nursery follows their own Domalo curriculum.

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.

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

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.gov.uk/government/organisations/ofsted

© Crown copyright 2015

