The New Village Nursery
9 Albert Street, Lees, OLDHAM, OL4 5DG

The quality and standards of the early years provision

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

<table>
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<tr>
<th>Setting details</th>
<th>Details</th>
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<tbody>
<tr>
<td><strong>Unique reference number</strong></td>
<td>EY478187</td>
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<tr>
<td><strong>Local authority</strong></td>
<td>Oldham</td>
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<td><strong>Inspection number</strong></td>
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<td><strong>Type of provision</strong></td>
<td>Full-time provision</td>
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<td><strong>Registration category</strong></td>
<td>Childcare - Non-Domestic</td>
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<td><strong>Age range of children</strong></td>
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<tr>
<td><strong>Total number of places</strong></td>
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<tr>
<td><strong>Number of children on roll</strong></td>
<td>89</td>
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<tr>
<td><strong>Name of provider</strong></td>
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<tr>
<td><strong>Date of previous inspection</strong></td>
<td>Not applicable</td>
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<td><strong>Telephone number</strong></td>
<td>01616288921</td>
</tr>
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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.

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