

Inspection date

20 July 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- Recruitment procedures are not robust and do not ensure that all persons working with children are suitable to do so.
- Arrangements for safeguarding children are insufficient. This is because the staff do not identify and minimise all hazards to children.
- Teaching is inconsistent across the nursery and does not always challenge or fully extend children's learning.
- Positive links with other early years settings children attend are not established. This means continuity in care and learning is not fully supported.
- Opportunities for monitoring staff, encouraging them to learn from each other and share their best practice, are not used to their full effect.
- The procedures to monitor the educational programme are not yet rigorous enough, consequently, all areas of weakness have not been effectively identified.

It has the following strengths

- Partnership with parents are appropriate. They are very complimentary about the nursery and feel the staff are approachable and supportive of children's care and learning needs.
- Staff have attended training about how to support children's communication and language skills. As a result, they support children with delayed speech particularly well by using a range of effective strategies.
- Staff have a suitable understanding of the signs and symptoms of abuse and the procedure to follow should a concern arise about a child. This means they are able to respond appropriately should they be concerned about children's welfare.

What the setting needs to do to improve further

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

- ensure all staff working with children are subject to a rigorous recruitment procedure
- ensure the environment is safe for children and that all potential risks to children have been identified and minimised
- improve the systems for supervision in order to ensure that specific improvement areas for each member of staff are identified and that support, coaching and training are provided to enable staff to continuously improve their practice
- establish positive links with other early years providers where children attend to ensure continuity of learning
- improve teaching to ensure that children's learning is fully extended and they are appropriately challenged through consistent high-quality interactions.

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

- extend systems to monitor the educational programme in order to improve outcomes for children and target support where it is needed most.

To meet the requirements of the Childcare Register the provider must:

- strengthen the recruitment procedures to ensure that relevant checks are made on any person caring for children in order to ensure they are suitable to work with children (compulsory part of the Childcare Register)
- ensure all necessary measures to minimise any risks to the health or safety of the children have been taken (compulsory part of the Childcare Register)
- strengthen the recruitment procedures to ensure that relevant checks are made on any person caring for children in order to ensure they are suitable to work with children (voluntary part of the Childcare Register)
- ensure all necessary measures to minimise any risks to the health or safety of the children have been taken (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed activities in all rooms within the nursery. The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and owner.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector had a tour of the nursery with the owner.
- The inspector sampled documentation, including children's assessment records, planning documentation and children's learning journals.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the providers self-evaluation and improvement plan.

Inspector

Joanne Ryan

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff are well qualified, however, they do not use their knowledge to full effect in order to maximise children's learning and development. Teaching is not consistent across the nursery and some activities lack challenge for all age groups. Consequently, sometimes children quickly lose interest and do not engage in activities for a period of time. Staff generally play with children and support them to acquire some of the key skills required for the next stage in learning. For example, staff adequately support babies' physical skills, which means they are progressing in their ability to walk. Older children are starting to develop their skills in listening and understanding because staff adequately support their communication and language. Children with special educational needs and/or disabilities are making good progress in their learning and development because staff provide targeted, effective learning opportunities and work closely with other professionals. Staff have built positive relationships with parents and share information with them on a regular basis. As a result, parents are kept suitably informed about their child's care, learning and development and are able to continue children's learning at home.

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

Children's safety and well-being are compromised because staff do not ensure all risks to children have been minimised. For example, children's medication is stored in a place where it is accessible to children and staple guns are left on top of low cupboards. Staff are kind and caring towards children and form good attachments. They promote children's physical and emotional well-being suitably by following their individual care routines, which results in children being confident and secure in their care. Staff appropriately support children to manage their own personal needs relative to their age, such as using the bathroom independently. Therefore, children are developing some self-care skills. Staff supervise children suitably and maintain the adult-to-child ratios, which minimise some risks to children. The staff adequately support children's growing independence. Therefore, children are motivated and self-assured.

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

The provider understands the requirements of the Early Years Foundation Stage but she has not implemented them effectively. For example, procedures for staff recruitment are not robust enough, because the provider does not ensure she gathers all necessary information required to ensure staff are suitable to work with children. Therefore, children's safety is compromised. Positive links with other early years settings children attend have not been established, which means there is not a consistent approach to supporting children's learning. The manager observes staff and undertakes supervision meetings, however, she mostly provides only positive feedback. Therefore, staff do not have a clear plan of how they need to improve their individual skills. As a result, there is some inconsistent practice and variable teaching. The manager has started to monitor the educational programme, however, she has not analysed the progress children are making

in their learning. As a result, she is not able to identify any groups of children that require extra support and she is not able to identify any common areas where children are making least progress. The nursery leaders have started to identify some areas for improvements. However, they have not completed or monitored the improvements identified.

Setting details

Unique reference number	EY477742
Local authority	Bolton
Inspection number	1021415
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	66
Name of provider	Broad Oaks Nursery
Date of previous inspection	Not applicable
Telephone number	01204 435073

Broad Oaks was registered in 2014. The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional status. The nursery opens from Monday to Friday all year round except bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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