

Oakland Dean Nursery & Pre School



Tudor Road, Dean Row, WILMSLOW, Cheshire, SK9 2HB

Inspection date	19 January 2017
Previous inspection date	2 December 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Strong leadership and effective teamwork help to contribute to an efficient, well-organised provision. Staff complete thorough risk assessments and deploy themselves effectively indoors and outdoors.
- Children have secure relationships with staff who know them well. They are confident and actively explore the stimulating environment that staff provide. All children make good progress in their learning and development.
- Children have opportunities to make their own choices during their play. For instance, staff provide a good balance of activities that they lead or which children choose for themselves. This helps to encourage children's motivation and interest in their learning.
- The manager is skilled, experienced and committed to continuous improvement. The impact of this is evident in the improvements that the nursery has made since the last inspection. For example, children have good opportunities to use free expression as they use creative materials and they enjoy having their work displayed around the nursery.
- Staff have good relationships with parents. They actively encourage them to be part of their children's learning and to share information from home. For example, parents are invited to information evenings to view their children's development records. Parents speak positively about the nursery and the support provided by staff.

It is not yet outstanding because:

- On occasions, staff are less successful at helping children to join in during group activities.

What the setting needs to do to improve further

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

- improve the way that children are helped to join in activities so that they can get the best learning opportunities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the manager and provider.
- The inspector looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the nursery.
- The inspector took account of the spoken and written views of parents.

Inspector

Jacqueline Coomer

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager understands her responsibility to protect children and implements robust policies and procedures to ensure their welfare. Staff know how to recognise and report any signs that indicate a child may be at risk of harm. Recruitment and induction procedures are effective. The manager works with staff to ensure their ongoing suitability and through regular supervision meetings provides support and mentoring. Staff receive regular training and are encouraged to undertake further childcare qualifications to help to improve their knowledge and teaching skills. The manager reviews practice along with staff, parents and children and makes plans for further development to help ensure good outcomes for children. The manager monitors the progress of different groups of children so that additional support is quickly provided when needed.

Quality of teaching, learning and assessment is good

The nursery is a positive place to learn. It is full of inquisitive and confident children. Teaching is good. Well-qualified staff plan activities that are fun and encourage creativity in children's learning, for example, using paints to make different shapes and patterns. Children are interested to discover the properties of water and they concentrate intently as they find out which items will float or sink. Staff use regular observations to assess children's learning and development. They identify next steps in learning and plan suitable activities to fill gaps in learning. Staff are skilled in promoting children's language and communication. For example, they ask questions that engage the children's curiosity and provide good opportunities to introduce new vocabulary. Children enjoy their physical education session as they enthusiastically throw bean bags into rings and dribble balls around cones.

Personal development, behaviour and welfare are good

Children benefit from a caring and inclusive learning environment. They form positive relationships with others and are confident to ask for help. Children's behaviour is good. The effective key-person system helps to ensure children settle in well and make good progress. Children are active and regularly play outdoors. Their physical development is promoted well and staff encourage children to choose activities, such as, balancing, climbing or riding small vehicles. Staff teach children well about how to be healthy, for instance, through regular discussions, making fruit kebabs and offering nutritious foods at mealtimes. They have good opportunities to learn to do things for themselves. For example, staff encourage children to prepare their own fruit and to get ready to go outdoors. This supports their independence and growing self-esteem.

Outcomes for children are good

All children develop skills that support their next stage of learning and readiness for school. They are independent learners who communicate well with others. Children learn to count objects, recognise numerals and use mathematical language to describe simple shapes. Children make good progress in relation to their starting points. They learn to be polite, take turns, to share and listen to each other.

Setting details

Unique reference number	EY409494
Local authority	Cheshire East
Inspection number	1065525
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 4
Total number of places	44
Number of children on roll	41
Name of registered person	Footsteps Children's Day Nurseries Limited
Registered person unique reference number	RP529733
Date of previous inspection	2 December 2013
Telephone number	01625521345

Oakland Dean Nursery & Pre School was registered in 2010. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above, including two with early years professional status or qualified teacher status. The nursery opens from Monday to Friday for 51 weeks of the year, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

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 2016

