

# Oakland Hall Day Nursery

Oakland Hall, Hadleigh Road, Sproughton, Ipswich, IP8 3AS



<b>Inspection date</b>	26 January 2017
Previous inspection date	6 September 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

- Management demonstrates a strong commitment to continuous improvement and working towards excellence in all areas. They have taken good steps to address the actions raised at the last inspection. For example, they have significantly improved the safety of the building to ensure that fire safety regulations are met to a high standard.
- Partnerships with parents are well established. Staff are committed to working together with parents and encourage them to remain actively involved in their children's learning, both in the nursery and at home.
- Staff support children's speech and language development effectively. They engage children in conversation and actively listen to what they have to say. The gestures and babbles of babies are responded to positively.
- Staff observe children as they play. They use what they know about the children to plan interesting and stimulating activities that are rooted in their interests. Children are encouraged to be active and develop their physical skills in the nursery gardens.
- Children are settled, happy and develop secure emotional attachments in this welcoming nursery. They readily go to staff for reassurance, a cuddle and to share their play experiences.

### It is not yet outstanding because:

- Sometimes, staff do not allow children sufficient time to play and explore until their activities reach a natural conclusion. They interrupt children's play to move on with the routines of the day.
- Staff do not always make the best use of opportunities to promote children's developing awareness of numbers and counting.

## What the setting needs to do to improve further

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

- give children time to complete their chosen activities
- focus more closely on supporting children's developing understanding of numbers and counting.

### 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, including the manager and the deputy manager, at appropriate times throughout the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the provider.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the nursery. She also discussed the provider's self-evaluation.
- The inspector looked at activity planning, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management is good

All staff have high expectations for the provision. Reflective practice is fully embedded into the self-evaluation process. A development plan for improvement is in place, in order to bring out continuous improvement to the quality of the provision. Staff are enthusiastic, motivated and work very well as a team. The quality of teaching and learning is monitored effectively to ensure that children make good progress. Staff professional development is supported well and some staff are working towards higher professional qualifications. Staff talk confidently about training they have attended and the positive impact this has had on their practice. They are encouraged to share what they have learnt at the regular team meetings. A programme of supervision has been established for all staff, fostering a culture of support and helping to ensure that underperformance is quickly addressed.

### Quality of teaching, learning and assessment is good

Staff know the children well. They talk confidently about where children are in their learning and what they need to do to support their continuing progress. Children's interests and next steps are clearly linked to planning. Staff also plan effectively for the outdoor environment, supporting those who learn best when playing outdoors. The quality of teaching is good and supports children well as they develop the key skills needed for school. Staff are actively engaged in the children's play and support them well. Children explore media and texture. Staff provide children with art and craft materials, such as paint, chalks and coloured sand. Children are encouraged to make marks and develop their individual creativity. Children play imaginatively, based on their own and imagined experiences. Older children use construction materials to make pretend swords.

### Personal development, behaviour and welfare are good

Children's move from home to nursery is managed well, effectively supporting both children and parents. Each child is allocated a named adult who takes responsibility for their care and learning needs. This key person also builds friendly and trusting relationships with parents. Parents say that the staff are fantastic, caring and friendly. They appreciate the help they receive with child-rearing practices, such as potty training. Staff effectively foster children's developing sense of themselves. Children are encouraged to embrace their similarities and differences, and develop positive attitudes to each other and people beyond their own experiences. They behave well. Staff talk to children in a calm and respectful manner. Good behaviour and individual efforts are valued and praised. Children play well together and cooperate in make-believe games, such as pretending to be superheroes.

### Outcomes for children are good

Children make good progress from their starting points, including those with disabilities. They develop skills for school, including the confidence to embrace new experiences. Children show an interest in books and reading, readily sitting with staff to look at books together. Children enjoy making marks and sometimes give meaning to them. They develop in independence, managing their self-care skills relevant to their age and level of ability.

## Setting details

<b>Unique reference number</b>	EY461296
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1073817
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	49
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Oakland Hall Day Nursery Limited
<b>Registered person unique reference number</b>	RP532533
<b>Date of previous inspection</b>	6 September 2016
<b>Telephone number</b>	0845 838 8955

Oakland Hall Day Nursery was registered in 2013. The nursery employs 11 childcare staff. Of these, all hold appropriate early years qualifications at level 2, 3 or 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with disabilities.

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