

# Oaklands Day Nursery

643 Wilbraham Road, Chorlton, Manchester, M21 9JT



## Inspection date

15 February 2018

Previous inspection date

30 May 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff deployment does not always ensure that effective support is in place for children and that their individual needs are considered and met.
- Teaching is not consistently strong. Opportunities for children's engagement and learning during activities is not always planned for effectively.
- Children sometimes spend too long sitting in large groups for adult-directed activities and become bored and distracted.
- Although the management team has begun to implement checks on the quality of staff's teaching, these are not robust enough and inconsistencies in practice remain.

### It has the following strengths

- The recently appointed manager has identified targeted areas for improvement. She is taking prompt and effective action to address known issues and she has plans to monitor and drive improvement.
- Children form good relationships with staff and information is shared well between each child's key person. This supports children's transitions on to their next room well.
- Parents state that improved communication with staff about their child's day is helping them to support their children's learning and confidence at home.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	Due Date
■ improve how staff are deployed to ensure that children are adequately monitored and supervised at all times.	15/04/2018
■ improve and make effective use of planned activities to provide children with more challenging and engaging experiences across all areas of learning.	15/04/2018

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

- review the length of time children spend sitting in group activities and the way adult-led learning is organised
- improve the monitoring of staff practice and provide staff with a wide range of support to enhance the quality of their teaching.

## Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, indoors and outdoors.
- The inspector engaged in a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children.
- The inspector spoke with parents and looked at written feedback.
- The inspector held a leadership meeting with the management team.

## Inspector

Kay Heaford

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff demonstrate an articulate and clear knowledge and understanding of how to keep children safe. The environment is safe and risk assessments are completed regularly. Required ratios are met. However, at times, the way staff are deployed does not have a good impact on children's learning. For example, during staff break times, the routine of the day does not consistently support children's engagement. The manager has an effective and robust induction process in place for new staff. However, the monitoring of staff teaching and the support for their professional development is not consistently imbedded into practice. Staff keep parents well informed about their children's achievements and experiences. Annual questionnaires are given to parents for feedback and their views are considered and evaluated effectively.

### Quality of teaching, learning and assessment requires improvement

Staff observe children regularly to find out what they know and can do. They use this information to plan a range of activities and opportunities. However, at times, children are sat for long periods of time without any purposeful planning to support their learning. Children are provided with some interesting play experiences which encourage exploring and investigation. For example, they enjoy splashing their hands in water and staff use this opportunity to weave in new vocabulary, such as 'faster' and 'slower'. However, the current planning of routines and activities is not continually underpinned by good teaching, to help motivate individual children's learning. In large-group activities, staff do not always support quieter children to engage alongside their more confident peers.

### Personal development, behaviour and welfare are good

Staff are nurturing and encourage all children to develop kind, caring attitudes towards each other. Children talk about taking turns and being kind to their friends. Staff support younger children to be independent, for example, by pouring their own drinks. Healthy lifestyles are promoted as children are encouraged to brush their teeth and wash their hands before eating and after playing outdoors. Overall, children are curious and confident learners and their behaviour is mostly good. Staff encourage children to build confidence in their own decisions. For example, they give children a choice with new activities and provide them with positive praise and encouragement. The emotional well-being of new children is prioritised, and staff support them with plenty of cuddles and reassurance.

### Outcomes for children require improvement

Due to inconsistencies in teaching, children do not make the best possible progress. Children in the pre-school room develop some of the key skills they need to be ready for school. For example, they sing songs that support their understanding of early phonics and are encouraged to repeat the letter sounds of their names to further enhance their learning. Adults work closely with other professionals so that children who have special educational needs and/or disabilities get the help they need.

## Setting details

<b>Unique reference number</b>	EY387260
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1102165
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	90
<b>Number of children on roll</b>	99
<b>Name of registered person</b>	DJSC Management Ltd T/A Oaklands Day Nursery
<b>Registered person unique reference number</b>	RP902104
<b>Date of previous inspection</b>	30 May 2014
<b>Telephone number</b>	0161 881 4702

Oaklands Day Nursery registered in 2008. It is a limited company run by DJSC management and is situated in Chorlton, Manchester. The nursery opens from Monday to Friday, from 7.30am to 6pm for 51 weeks of the year. It closes for three days each year for staff training and for all bank holidays. The nursery employs 22 members of staff, of these, two hold early years teacher status. One member of staff holds a level 6 qualification and 18 staff hold early years qualifications at levels 2 or 3. The nursery provides funded early education for two-, three- and four-year-old children.

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