

Oakhill Day Nursery

Girnhill Infant School, Hardwick Road, Featherstone, PONTEFRAC, West Yorkshire,
WF7 5JB



Inspection date

Previous inspection date

13 March 2018

5 November 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

- Overall, all staff support children's learning and development well. This contributes to the good progress children make in all areas of learning. Staff with higher qualifications demonstrate some outstanding aspects of teaching.
- Staff support children who have special educational needs (SEN) and/or disabilities exceptionally well. They have high expectations of what these children can achieve, which contributes to how quickly children build on their learning and master new skills.
- The nursery has a calm and supportive atmosphere where children feel secure and valued. They benefit from supportive relationships with their key-person, this helps children to settle quickly and grow in confidence.
- Parents are extremely happy with the care their children receive. They discuss how staff 'go above and beyond' their expectations and commend the way they meet children's individual needs extremely well.
- Managers gather feedback from children, parents and staff, and use their findings to develop plans to build on their already good practice. This contributes to their strong capacity for continuous improvement.

It is not yet outstanding because:

- Although children are generally motivated and keen to learn, staff sometimes overlook children who are, less involved or do not fully engage in their learning.
- There is scope to extend the opportunities two-year-old children have to investigate and explore during indoor play.

What the setting needs to do to improve further

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

- increase staff's awareness of children who need more support to participate in activities, to help them to engage in their learning more effectively
- increase the opportunities indoors for two-year-old children to investigate and explore during play.

Inspection activities

- The inspector observed the quality of teaching and assessed its impact on children's learning and development.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector held a meeting with the manager and provider. She sampled documentation, including staff qualifications and evidence the suitability checks carried out on staff.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is good

Effective arrangements to support and supervise staff lead to ongoing improvements to the quality of teaching. For example, managers observe staff, give feedback on their strengths and support them with areas for continued professional development. Furthermore, staff support one another by sharing their knowledge and skills. The arrangements for safeguarding are effective. Staff are vigilant for signs that children may be at risk of harm and know what to do if they have any concerns about a child's welfare. Managers oversee plans for learning and monitor the progress children make. This helps them to identify ways to support children's learning even more effectively. Staff communicate very well with parents and other professionals. This helps to provide a cohesive approach to meeting children's care, learning and development needs.

Quality of teaching, learning and assessment is good

Teaching is consistently good and, at times, inspirational. For example, older children become captivated in stories when staff use exciting ways to encourage their enjoyment of books. They act out parts of a familiar book with vigour and are absorbed in their learning. Staff make accurate observations of children and identify what they need to learn next. They plan appealing activities that help children to build on what they already know and can do. Children's language and communication skills are promoted well. Staff use skilful questions to encourage children to think, describe and solve problems during play. Staff who work with babies use plenty of eye contact, facial expressions and gestures that encourage babies to chatter and babble in response.

Personal development, behaviour and welfare are good

Staff promote children's positive behaviour well and teach them to be kind and considerate. They encourage them to cooperate and develop early friendships. For example, children help one another to take off their shoes and socks ready for an activity. Children benefit from nutritious meals and plenty of fresh air and exercise. This contributes to their growing understanding of the importance of healthy lifestyles. Staff teach older children to identify possible dangers, such as a wet floor or tripping hazard. This helps children to develop awareness of how to keep themselves safe. Children help with simple tasks, such as tidying away activities and serving meals. They develop independence and a sense of responsibility that helps to prepare them for school.

Outcomes for children are good

Children who start nursery with lower levels of achievement in some areas of learning benefit from teaching that is tailored to their needs. They make good progress in their learning, and most achieve levels of development typical for their age before they leave nursery. Children develop good skills in literacy and mathematics that prepare them well for their eventual move on to school. For example, they identify familiar signs and logos in the community and make good attempts at forming letters for labels on wall displays. They learn about volume and capacity while playing in sand.

Setting details

Unique reference number	EY460908
Local authority	Wakefield
Inspection number	1066800
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	0 - 4
Total number of places	20
Number of children on roll	51
Name of registered person	J S C K Limited
Registered person unique reference number	RP903157
Date of previous inspection	5 November 2013
Telephone number	01977 707 587

Oakhill Day Nursery registered in 2013. The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including one who holds a level 6 qualification. The nursery opens Monday to Friday all year round. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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