

# Ovenden Private Day Nursery Ltd

147 Ovenden Road, Ovenden, Halifax, West Yorkshire, HX3 5SA



## Inspection date

3 May 2018

## Previous inspection date

16 August 2016

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		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- Staff do not manage children's behaviour consistently. Sometimes, children are not provided with enough opportunities to learn how to manage their own feelings and behaviour, and they do not learn about how their actions may affect other children.
- The key-person system is not used effectively enough to ensure children settle in quickly. Some children are not well prepared for changes in the daily routine and become upset during transition periods. This does not help to support their self-esteem.
- Sometimes, children's communication and language skills are not fully promoted. Staff do not provide children who speak English as an additional language with enough opportunities to develop a good standard of English. Furthermore, they are not supported to use their home language during play effectively.
- The manager does not monitor the quality of teaching and children's progress well enough. Staff do not fully complete assessments to help them identify challenging activities to support what children need to learn next. The manager does not address gaps in their learning quickly enough. Children do not make good rates of progress.

### It has the following strengths

- Children's physical skills are well promoted. For instance, children use indoor climbing frames and slides. They participate in chasing games in the spacious outdoor play area.
- Partnership working with parents is effective. Staff share information with parents regarding children's progress. This helps to promote a consistent approach to learning.

## What the setting needs to do to improve further

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

	Due Date
■ promote children's understanding of how to manage their own feelings and behaviour consistently, and help them to learn about the effects of their actions on others	21/05/2018
■ develop a robust key-person approach to help all children to settle quickly and to support each child with managing transition periods	21/05/2018
■ develop opportunities for children who speak English as an additional language to make good progress in their communication skills and to use their home language during play	21/05/2018
■ complete all assessments accurately to identify challenging activities that help to support children in what they need to learn next, and to ensure they make at least good rates of progress.	21/05/2018

## Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a number of discussions with the nursery manager. She looked at relevant documentation and evidence of the suitability of persons working on the premises.
- The inspector spoke to children, staff and parents during the inspection.

## Inspector

Emma Allison

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Leaders and staff demonstrate a suitable knowledge of how to keep children safe. They have implemented effective procedures that help to identify potential indicators of abuse. Staff provide a safe and secure environment for children and their families. They complete regular risk assessments and use effective security systems. The manager reviews the overall quality of the setting and has identified some areas for improvement. She completes performance management procedures, including practice observations and supervisory sessions. However, these are not fully effective in helping to identify weaknesses in teaching and staff practice. Furthermore, monitoring systems do not help to swiftly identify and address emerging gaps in children's learning.

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

Staff are well-qualified and attend training courses. Despite this, teaching is variable. Although staff observe and make assessments of children's learning, these are not completed fully to accurately identify what each child needs to learn next. Children do not receive good levels of challenge consistently and some become distracted from their learning. Furthermore, staff do not provide children who speak English as an additional language with enough opportunities to develop a good understanding of English. Additionally, they are not supported to use their home language during play effectively enough. Children participate in role-play games, such as pretending to be at a doctor's surgery. They use bandages and administer pretend medication. This helps to provide children with suitable creative skills. Children have access to a range of resources to make independent choices in their play.

### Personal development, behaviour and welfare require improvement

Children are not supported consistently to develop a good awareness of how to manage their feelings and behaviour. This does not help to promote children's emotional well-being effectively. Additionally, the key-person approach is not well implemented to help promote smooth transition times, particularly during routine changes throughout the day. Some children become unsettled and look to others for comfort. Staff support children to develop an understanding of how to lead a healthy lifestyle. For example, children are encouraged to follow suitable hygiene practices and receive healthy choices at mealtimes.

### Outcomes for children require improvement

Not all children make the good progress of which they are capable. Due to weaknesses in teaching, children are not provided with enough challenge in their play. Despite this, children learn to use mathematical skills. For example, they count out different objects during water play and during pretend-play games. Children are equipped with the basic skills needed for future learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY482316
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	1135182
<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 - 10
<b>Total number of places</b>	68
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	Ovenden Private Day Nursery Limited
<b>Registered person unique reference number</b>	RP534042
<b>Date of previous inspection</b>	16 August 2016
<b>Telephone number</b>	01422343911

Ovenden Private Day Nursery Ltd registered in 2014. The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications; two at level 2, seven at level 3, one at level 6 and one with early years professional status. The nursery opens from Monday to Friday all year round, except for the week between Christmas and New Year. 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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

