

Oaklands Day Nursery

643 Wilbraham Road, Chorlton, Manchester M21 9JT



Inspection date	31 October 2018
Previous inspection date	15 February 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

The provision is good

- Managers have been successful in addressing the weaknesses raised at the last inspection. They have a clear vision and strive to achieve the highest possible standards. Parents' views are gathered in a range of ways. For example, they regularly contribute to decisions about new resources, trips and menu changes.
- Children's physical well-being is well supported. For example, they enjoy outdoor play and exercise sessions, and older children access planned weekly forest-school activities. All children wash their hands and brush their teeth, and older children are supported to make good choices about appropriate food portions.
- Staff regularly observe children and accurately assess their stage of development. They use the information together with their knowledge of children's interests to plan a wide range of enjoyable and challenging opportunities. All children make good progress.
- Staff teach children about the local community, wider world and differences and similarities between themselves and others. For instance, they provide displays, resources and books that reflect children's cultural backgrounds. Staff also take children on trips around the local area, such as to parks, shops and libraries.
- Staff promote children's behaviour well. They are positive role models who treat children with kindness. Very young children take turns and share resources with support. Older children play well together, taking account of others' views.

It is not yet outstanding because:

- The organisation of the mealtime routines in the room for children under two years is not always effective. Children, sometimes, wait for lengths of time to be served their meals and they become distracted.
- The managers' systems for monitoring children's progress are not highly focused on evaluating the progress made by different groups of children.

What the setting needs to do to improve further

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

- review the organisation of mealtimes in the room for children under two years and help to keep children engaged and motivated throughout
- extend and strengthen the monitoring systems to evaluate the progress made by different groups of children more effectively, and offer them even more support and challenge.

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 observed a planned activity and jointly evaluated the teaching with the nursery manager.
- The inspector spoke to staff and children at appropriate times during the inspection and held a meeting with a local authority adviser.
- The inspector held meetings with the nursery manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working on the premises.
- The inspector spoke to parents on the day of the inspection and took account of their views.

Inspector
Savine Holgate

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The managers invest time into ensuring that staff's understanding of child protection is secure. For example, they cover aspects during regular staff meetings and offer training for all staff. This is effective as staff have a good understanding of how to identify signs of abuse and the reporting procedures. The deputy manager holds qualified teacher status. She works alongside staff, modelling good practice and coaching them, and she offers regular feedback on their teaching practice. Staff also benefit from regular supervisory sessions with the manager and contribute to their own professional development plans. Since the last inspection, the manager has been highly focused on creating a well-qualified and knowledgeable staff team. All staff benefit from training sessions focused on teaching and learning. This has a positive impact on the quality of practice.

Quality of teaching, learning and assessment is good

Staff work closely with parents from the start and gather ongoing information about children's development at home. Parents are well informed about children's progress and are supported to guide children's learning further. For instance, younger children are offered toilet training resource bags aimed at helping to provide a consistent approach. Staff working with children under two years engage them in exploring the texture of dough. Children use their hands to squeeze, pat and roll the dough. Staff model language well and children are motivated to repeat the words that they hear. This helps them to develop their good speaking and physical skills further. Staff working with two-year-old children provide a range of exciting opportunities, particularly in the outdoor area. Children delight in using large building bricks and work together to build and balance a large tower. They solve simple problems and decide how best to balance the bricks. Staff challenge them further, such as to count the bricks. This helps children to build on their good awareness of numbers. Children who are three years old thoroughly enjoy listening to stories that staff read. Staff include children's names in the story and this helps to capture their interests further. Children predict what might happen next and use their imaginations to elaborate on the storyline. This helps to build on children's good communication, language and literacy skills.

Personal development, behaviour and welfare are good

Staff's deployment is carefully organised and children are provided with good levels of supervision as they play. All staff are trained in first aid, and managers review the common causes of accidents or incidents. This enables them to put measures into place to help to prevent further occurrences. The key-person system is used effectively. Children arrive happy and excited, and settle quickly with familiar staff. All children demonstrate confidence and a high level of self-esteem. For instance, one-year-old children gasp and point at their creations, and smile when staff praise them.

Outcomes for children are good

Older children are developing the key skills required for school when the time comes. For example, they show good levels of independence, such as using the toilet, helping to serve meals and managing clothing.

Setting details

Unique reference number	EY387260
Local authority	Manchester
Inspection number	10080384
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	90
Number of children on roll	60
Name of registered person	DJSC Management Ltd T/A Oaklands Day Nursery
Registered person unique reference number	RP902104
Date of previous inspection	15 February 2018
Telephone number	0161 881 4702

Oaklands Day Nursery registered in 2008. The nursery opens 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 19 members of childcare staff. Of these, two hold qualified teacher status. Two members of staff hold a qualification at level 6, 11 staff hold early years qualifications at level 3 and four at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

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