

Inspection of The New Village Nursery

9 Albert Street, Lees, OLDHAM OL4 5DG

Inspection date:

23 September 2019

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Many children enter this welcoming nursery happily and they develop close relationships with the friendly staff. Older children develop confidence and their social skills are mostly well promoted. However, leaders do not monitor the quality of provision robustly enough to identify and address weaker areas of practice.

Arrangements to support children with special educational needs and/or disabilities (SEND) and children who are falling behind in their learning are poor. Children's individual learning needs and stages of development are not always identified swiftly enough to put in place an effective package of support, both in nursery and in readiness for children's transition to school. In addition, staff often fail to recognise how young children learn best. The curriculum for children aged two years, in particular, does not meet their individual needs well enough. Staff do not make effective use of some of the activities and environment to help children develop the kinds of attitudes and thinking skills which will support them in their future learning.

There are times when staff struggle to meet the needs of the number of children they are caring for. The individual care for babies is hindered. Although there are appropriate hygiene procedures in place, staff do not implement these consistently. There are times that they do not do enough to prevent the spread of infection and promote children's good health.

What does the early years setting do well and what does it need to do better?

- The quality of education is not good enough for some children. Leaders have not identified that some teaching is poor. In 'Tweenies' room, staff do not plan activities which consistently build on previous learning. For example, staff sing songs naming highly complex shapes before securing children's understanding of simple shapes. Staff also prevent children developing and following through their own ideas. For instance, when children take toy vehicles over to a carpeted area to spread out their play, staff insist that they take them back to the small table top. This hinders children's ability to play and explore creatively.
- Staff do not have a good enough understanding of how to support and meet the needs of all children, particularly children with SEND and those who are not making typical progress. The strategies they use to include children are not effective. Staff try too hard to make children join in with activities which do not meet their needs. This results in distress for specific children and their emotional well-being is not supported well enough. It also hinders the learning of other children who begin to copy unwanted behaviours. Staff fail to provide the positive interactions needed to engage all children and help them gain the most from the activities on offer.

- Staff provide children in the pre-school room with some effective opportunities to help develop aspects of communication and language and early literacy skills, which are appropriate to their level of development. Staff make good use of repeated and familiar stories and encourage children to retell stories using pictures and props. Staff make activities meaningful to children. For example, they encourage children to find the initial letter of their own name within the environment.
- Assessment is not secure. Staff do not always plan how to address children's learning needs swiftly. When children move from one room to another, staff sometimes fail to communicate well enough to form a consistent view about children's levels of development. When it appears that children are, or may be at risk of falling behind in their learning, staff and leaders do not always do enough to implement targeted plans to help them achieve as highly as possible. Leaders do not always take enough responsibility for liaising with other agencies to ensure that children's specific needs are understood and that they get the help they need, as early as possible.
- While there are sufficient staff to meet minimum required ratios, staff are not always deployed well enough to meet all children's needs. For instance, on the day of inspection, one staff member worked with three babies. While the staff member attempted to settle a tired and clingy baby, the other babies received too little interaction. The staff member was unable to quickly respond to their personal hygiene needs or prevent them handling and drinking from cups which others had used.
- Children's personal development is not consistently well promoted. Despite clear procedures, staff do not do enough to ensure children's good health. They do not provide children with easy access to hand soap so that they can wash their hands properly. They knowingly dispose of soiled nappies in a bin with no lid. Staff promote other aspects of children's physical development well. In addition to providing some interesting opportunities to explore and investigate outside, staff make good use of more challenging equipment at the local park and children enjoy football skills sessions. Children are well nourished and enjoy freshly prepared meals.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not consistently implement robust procedures to keep children's information safe. Staff do not understand how to safely handle children when they display challenging behaviour. This increases the risk of harm to children and themselves. Staff know what to do should any allegations of harm be made against a colleague. They have a good understanding of child protection procedures and the large majority of staff hold paediatric first-aid qualifications. Leaders implement robust vetting of the adults who work with the children. Following a recent mix-up with a child's record, changes to filing systems are helping to improve the confidential storage of information.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that staff receive support and development opportunities to help them understand how to support and meet the needs of all children, particularly children with SEND and those who are not making typical progress	11/11/2019
ensure that staff plan appropriate activities for children, taking into account their levels of development and ways they can sequence learning and build on what children already know and can do	11/11/2019
ensure that sufficient numbers of suitably trained and qualified staff are appropriately deployed to meet the needs of children at all times	11/11/2019
ensure that staff accurately and consistently check what children know and can do, to help them swiftly identify when children are at risk of falling behind, and use the information to inform teaching	11/11/2019
take necessary steps to prevent the spread of infection and keep children well, ensuring that staff use hygienic procedures for storing soiled nappies, wipe children's noses when needed, prevent children sharing drinking containers and provide soap for children to wash their hands at key times.	11/11/2019

Setting details

Unique reference number	EY478187
Local authority	Oldham
Inspection number	10124637
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 10
Total number of places	65
Number of children on roll	116
Name of registered person	Domalo Limited
Registered person unique reference number	RP520735
Telephone number	01616288921
Date of previous inspection	2 May 2017

Information about this early years setting

The New Village Nursery registered in 2014. The nursery opens Monday to Friday, 7.30am to 6pm, all year round. It employs 15 members of childcare staff. Of these, two hold an appropriate early years qualification at level 6, six hold level 3 and one holds level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Angela Rowley

Inspection activities

- This inspection was carried out as a result of a risk assessment following information received about the provision. The inspector followed areas of inspection focus. These included the quality of provision for children with SEND.
- Meetings were held with the nursery manager.
- The inspector made observations of the premises and equipment. She considered how effectively it is used to promote children's care, learning and development. The inspector considered risk assessment and how staff check that the environment and equipment are safe and suitable for use.
- Observations of specific teaching and learning activities were carried out jointly with the manager. The inspector evaluated the impact of teaching on children's learning, in the rooms for babies, tweenies and pre-school children.
- The inspector spoke with a number of staff. She considered their knowledge and assessments of the children they care for and how they plan to meet children's individual learning needs.
- The inspector spoke with children and parents and took account of their views.

We carried out this inspection 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.

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