

Inspection of The Day Nursery At Oakham

Unit 16b Oakham Enterprise Park, Ashwell Road, OAKHAM LE15 7TU

Inspection date:

17 January 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are not always fully engaged in meaningful play and learning. This is particularly evident with the most able pre-school children. New staff are supported well in their role as key people by the knowledgeable manager. However, staff are still getting to know the individual children's interests and needs.

Children arrive in the nursery happy and ready to learn. They thrive on the cheery welcome from staff when they arrive. Babies hold their arms out to familiar staff, showing that they feel safe and a sense of belonging. The nursery is bright, airy and well maintained. There are unique opportunities within the well-resourced rooms to explore from a large array of attractive toys and games. One example of this is the dedicated sensory room. Nevertheless, some staff do not yet have the skills to organise toys and equipment to attract children's attention and hold their interest. There are few opportunities for children to explore technology.

From a young age, learn how to behave well and play harmoniously with each another. The staff have high expectations for younger children. For example, they get down to toddlers' level and talk to them in a calm and constructive manner. When toddlers accidentally bump into their friend, staff help them to understand how their running might have hurt their friend. Children are encouraged to say 'sorry' and they give their friend a voluntary stroke on their arm.

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

- The management team is experienced and knowledgeable about early years care and education. The manager is ably supported by the company area manager. In recent months, the management team has established a completely new staff team. However, the staff do not know the individual children well enough to focus on children's learning and development where it is needed. On occasions, staff work alone in the pre-school. Their interactions and teaching with individual children one to one are good. However, those children who are not involved with staff play without focus.
- The manager oversees the monitoring of children's progress. She and other senior managers currently work alongside the new staff to help them get to know the children. The manager supports staff to use the assessment process and to plan activities that build on what children know and can do. This is taking time to embed into staff practice. Overall, this does promote the next steps in children's learning. However, when managers do not work with the less experienced staff, delivery of the curriculum is weak and does not meet the needs of the older and most-able children.
- The manager has good systems in place to observe staff in practice and she offers them one-to-one meetings to discuss their role. The company has an in-

house training programme that offers staff continuous professional development opportunities to improve their practice. The management team is proactive in supporting and encouraging the unqualified staff to gain an early years qualification.

- Staff plan activities to help toddlers develop positive attitudes to learning. Toddlers show curiosity and enjoyment as they explore paint with their whole bodies. Staff adapt this creative activity for the different age groups they work with. Babies push toy cars in paint. Toddlers learn the names of colours and how to mix paint to create further colours. This contributes to their early creative skills.
- Staff offer children lots of opportunities to develop their imagination through role-play resources. These experiences help the children to broaden their learning through play that they may not otherwise be exposed to. For example, toddlers nurture dolls, pretend to rock them to sleep and play at being mummy or daddy. However, there are fewer opportunities for the children to explore different information technology resources to develop their understanding of the world.
- Staff help children to adopt healthy lifestyles. For example, children know that they need to wash their hands before eating. They enjoy home-cooked meals and socialise well with their friends at mealtimes.
- Staff make sure children have many opportunities to experience fresh air and play in the well-resourced outdoor space to be physically active. Children kick balls, play with toy cars and use their imagination to create garages for their cars. Furthermore, they use their big muscles to dig in the sand pit. Children excitedly point out worms that they discover. Staff encourage the children to place the worm somewhere safe. This helps them to learn about nature first hand.
- Staff adhere to good care practices, for example ensuring that regular checks are made on sleeping children. Good hygiene practice is adopted when changing nappies, for example the wearing of aprons and appropriate disposal of nappies.

Safeguarding

The arrangements for safeguarding are effective.

The manager, who is the designated lead person for safeguarding, has a secure understanding of her role. Staff have a good knowledge of child protection and the signs to be concerned about in relation to children's welfare. The environment is safe for children to play in. Where potential hazards may pose a risk, the manager has identified these, flagged them up for the maintenance team and minimised any risks in the interim. Children have access to fresh drinking water to keep them hydrated. The management team follows good recruitment procedures to help ensure the suitability of staff.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the

provider must:

	Due date
ensure that staff have the skills to provide a curriculum that engages and supports all children's learning, in particular the most able children when they play independently.	22/03/2020

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

- further extend opportunities for children to explore early technology.

Setting details

Unique reference number	2511579
Local authority	Rutland Council
Inspection number	10139515
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 4
Total number of places	60
Number of children on roll	40
Name of registered person	Climbing High Nurseries Limited
Registered person unique reference number	RP908919
Telephone number	07979598077
Date of previous inspection	Not applicable

Information about this early years setting

The Day Nursery At Oakham registered in 2018 and is situated in Oakham, Rutland. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 and above.

Information about this inspection

Inspector
Sharon Alleary

Inspection activities

- The inspector viewed all areas of the nursery and discussed the curriculum with the manager and staff.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the company director, the company area manager and the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a parent during the inspection 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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