

Inspection of Medlock Day Nursery

932 Ashton Road, Bardsley, Oldham OL8 3JS

Inspection date: 13 October 2021

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Some children arrive happy and quickly busy themselves with play at this setting, while others spend large portions of their day unsettled and upset. Staff do not proactively support children who are new to the setting. They do not always provide comfort or distraction for children, who are adjusting to spending time away from their parents for the first time. Some strategies used with children are not supportive of their personal development and emotional well-being. For example, staff remove children's comforters until they stop crying.

Staff plan activities that lack challenge. Children enjoy painting and playing outdoors, but staff do not use these times to help children to reach their developmental goals. At times, older children wander aimlessly and move from toy to toy, showing boredom. However, babies are well stimulated. They giggle as they watch staff animate puppets and show confidence when new people, such as the inspector, enter the room.

The provider has adapted the setting throughout the COVID-19 pandemic. Children are excited to welcome their parents back into the setting. They rush to give them a cuddle when they arrive and even show off some of their toys.

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

- The provider is unaware that staff smoke on the premises when children are present. Staff have not been given clear guidance on what is acceptable practice with regards to smoking. Staff explain that they smoke at the side of the building. This area is close to the children's outdoor area and directly below windows, which are open and lead into children's playrooms. This is not supportive of children's good health.
- There is no consistent behaviour management approach among staff. The provider does not clearly explain to staff how they are expected to manage behaviour when they begin their roles. Children often experience conflicting strategies from staff, which is confusing. Staff do not always respect when children clearly express what they would like to do, such as leaving an activity or the dinner table. Staff express that they are lacking guidance in this area and do not always know what to do.
- Not all children are thoroughly challenged by the curriculum staff provide. Pre-school children easily meet targets set by planned activities and are not supported to extend their learning further. Younger children move quickly between different play opportunities because they are not sufficiently engaging. Staff are aware of children's learning goals but do not always recognise how they can support these during play. However, babies enjoy when staff sing to them and read simple stories. They gaze at staff and show real interest and

enjoyment as they learn.

- Parents commend this setting. They particularly appreciate the 'happy and welcoming' staff. Parents feel the manager was 'reassuring' and 'supportive' during the COVID-19 pandemic. They further compliment the manager on her 'fantastic' attitude and approachability.
- Children who are new to the setting are not well supported. The provider and her staff do not actively comfort and calm these children, when they become upset. Children wander while holding onto their comforters and staff do not always attempt to help children begin to understand and manage their emotions. Some children spend a large portion of their day crying.
- Children, generally, behave well. They share resources and take turns easily. Pre-school children build upon their independence by squeezing their own paint from large containers into pots. Younger children scrape leftover food into designated bins after lunch. Babies experiment with cutlery as they begin to master the skills needed to feed themselves. Staff offer praise and are genuinely happy when children are successful.
- The provider fails to ensure that staff are well prepared for their roles. New staff, particularly, have not been given the guidance and direction they need. The provider does not evaluate staff performance effectively. She has failed to realise that staff lack key safeguarding knowledge, as well as a lack of understanding regarding key policies and procedures. This lowers the quality of care received by children.

Safeguarding

The arrangements for safeguarding are not effective.

The manager and the deputy manager do not have sufficient knowledge to fulfil their roles and responsibilities as designated safeguarding leads. They do not know the correct procedures to follow should an allegation be made against a member of staff. Staff have a sound understanding of the signs and symptom, which may indicate a child is being abused. However, they do not know what to do if they have concerns about the manager. The premises is very secure. The provider is unaware that staff smoke on the premises, close to open windows. This places children's health at risk.

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 no smoking occurs on the premises when children are, or are about to be present	18/10/2021

ensure that all staff, including the designated safeguarding lead, have a thorough understanding of the procedures to follow should an allegation be made against a member of staff or the manager	01/11/2021
implement an effective induction process to ensure all staff have a secure understanding of how to fulfil their roles	01/11/2021
ensure the curriculum provided is adequately challenging and supportive of all children's developmental goals	01/11/2021
ensure all staff use a consistent approach for behaviour management that is supportive of children's personal development and emotional well-being, including when children are first settling in to the setting.	01/11/2021

Setting details

Unique reference number	2526900
Local authority	Oldham
Inspection number	10206191
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 at time of inspection	0 to 10
Total number of places	122
Number of children on roll	96
Name of registered person	Medlock Day Nursery Ltd
Registered person unique reference number	2526899
Telephone number	07590192928
Date of previous inspection	Not applicable

Information about this early years setting

Medlock Day Nursery registered in 2019. The nursery opens from 7.30am to 6pm all year round, except for bank holidays and one week at Christmas. It currently employs 13 childcare staff, including the manager. Of these, two hold an appropriate early years qualification at level 6, four hold a qualification at level 3, six hold a qualification at level 2 and one is unqualified. The nursery provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shauneen Wainwright

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the nursery.
- The manager explained the curriculum provided during a learning walk with the inspector.
- A joint observation was conducted by the manager and the inspector, during which practice was evaluated.
- Leadership and management meetings took place throughout the inspection, including with the manager and with the deputy manager.
- Appropriate documentation was scrutinised by the inspector, including documents pertaining to the suitability of staff.
- Feedback was gathered from children, parents and staff throughout the inspection.

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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