

Inspection of Medlock Day Nursery

932 Ashton Road, Bardsley, Oldham OL8 3JS

Inspection date: 18 February 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children are safe and well cared for. Parents now enter the nursery. Restrictions that were imposed, as a result of the COVID-19 pandemic, have relaxed. Children settle well on arrival, supported by their key person. Considerate staff tenderly greet children with a hug and a smile. Children enter with huge grins, showing they are happy and excited to play and learn. Children have a great time in this homely but stimulating setting. They play well together. Children are praised and rewarded for their achievements. This means they feel good about themselves and have high levels of self-esteem. The manager has a strong vision to help all children to be well prepared for school.

Overall, the curriculum helps children to make good progress, across all areas of learning. Pre-school children show brilliant awareness of number. They recognise numerals on the staircase and count to 20 while climbing the steps. Children who do not yet have strong speaking skills are supported to join in with singing activities. For example, they choose songs by selecting wooden spoons with illustrations that depict favourite rhymes. Two-year-old children display good physical skills. They concentrate and show dexterity as they work out how to pump water with squeeze tubes. Toddlers confidently use the wooden ramp to practise safe climbing. Babies independently brush their teeth and manoeuvre over soft-play apparatus. Children of all ages build excellent critical thinking skills, determination and agility.

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

- Staff share carefully chosen literature with children. For example, when children are interested in the farm, staff read books which feature farm animals. Text and different font are displayed in all areas. This helps children to develop some understanding of letters, print and eventually reading.
- The manager and staff have the same aspirations for all children. This includes children who are in receipt of funding. Leaders act with integrity to ensure that money spent helps to make a difference. For example, funding has been used so that children who need it have closer support and one-to-one care. This allows them to be included and involved.
- Staff know children well. However, staff are not consistently helping all children to develop some of the key aspects that leaders have identified, for example communication and language skills. Babies have dummies for large parts of the day. This limits their ability to babble and use their mouth muscles. Children are taught to write but sometimes the letter sounds used by staff are incorrect. Staff sometimes confuse lower-case and capital letters.
- The manager is keen to encourage children to develop social skills, independence and self-care. However, during routines, such as lunchtime,

children become distracted and lose focus as they wait too long to serve their food or scrape their plate. That said, the manager has a very strong vision for what she wants children to learn. The manager's oversight is helping staff to deliver a good-quality curriculum, overall.

- Self-evaluation has been used very well and has helped to make considerable improvements. Leaders have worked tirelessly in their pursuit to achieve a good standard. Action plans and support from the local authority have been very successful. The manager is proud of the strengths of the setting, such as how they help and support local families. Everyone involved is delighted with how much they have achieved since the last inspection.
- Parent partnership is a strength in this welcoming and friendly setting. Parents say they are kept informed about children's learning and care. They are contacted if a child has an accident or becomes unwell, and are offered advice when this is required. Parents are supported to continue children's learning at home. Parents spoken to say that staff are incredibly welcoming and friendly. They comment that all staff are 'ready to listen, care and give advice' and say that nothing is too much trouble.
- Staff are kind and happy role models. Recent training has helped them to be more consistent in their approach to behaviour management. Staff use a puppet to encourage children to talk about how they feel. A calming den and a sensory room are also used well, to allow children to take some time away should they need this. Children behave well.
- Children who have special educational needs/and or disabilities (SEND) receive excellent support. Intervention plans are precisely focused and closely monitored. Staff work harmoniously with external professionals to ensure children get the help they rightly deserve. Children with SEND make good progress, based on their individual skills and capabilities on entry.
- The manager is supporting staff to strengthen their knowledge of policies and procedures. All staff say they enjoy their work and value the manager for her supportive leadership style. Staff receive rewards as a thank you for their commitment and dedication. In the main, staff training and support is good. However, further work is required to raise teaching practice to the highest level and give all staff more confidence in their individual roles.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff have accessed child protection training. Staff have a separate safeguarding induction. This helps them to gain a secure understanding of how to keep children safe. Staff know what steps to take if they are worried about a child or the actions of a colleague. Leaders are clear in the procedure to follow in the event of an allegation against a member of staff. Robust recruitment procedures help to ensure that staff are suitable to work with children. The premises are safe and secure. The nursery has a clear procedure in place to respond to children who are ill or infectious. This includes communicating information to parents swiftly. There is also a robust complaints procedure, should

a situation arise. Staff ensure that children are safe and well cared for. All children receive close supervision.

What does the setting need to do to improve?

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

- help all staff to fully understand and implement the intended curriculum
- provide more targeted support to staff and help them to improve their confidence and practice.

Setting details

Unique reference number	2526900
Local authority	Oldham
Inspection number	10213191
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	99
Name of registered person	Medlock Day Nursery Ltd
Registered person unique reference number	2526899
Telephone number	07590192928
Date of previous inspection	13 October 2021

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 14 childcare staff, including the manager. Of these, two hold an appropriate early years qualification at level 6, five 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

Layla Davies

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The quality of education was observed and the inspector assessed the impact this has on children's learning.
- The inspector conducted a learning walk with the nursery manager. The intent of the curriculum was discussed.
- The inspector evaluated an activity with the nursery manager.
- Regular meetings were held with the nursery manager.
- Relevant documentation was checked and discussed, such as policies and procedures. The inspector reviewed the setting's self-evaluation and checked evidence of staff suitability.
- The views of parents were obtained.
- Children and staff were spoken to throughout the inspection.
- The premises were checked to ensure they are safe and suitable.

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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