

Inspection of The Day Nursery At Oakham

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

Inspection date: 28 February 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children appear happy and enjoy learning in the cosy, welcoming environment created by staff. They confidently seek reassurance from staff and demonstrate close relationships with them. This has a positive impact on children's emotional development. It helps ensure they feel safe and secure. Children are confident and eager to do things for themselves. They listen to staff's instructions and guidance. Children practise using cutlery and utensils as they independently serve their own dinner. They learn how to wash their hands and demonstrate an awareness of familiar daily routines.

Children enjoy sharing their keen imagination and make choices from a range of easily accessible resources. Pre-school children create a 'snowman' outside using different natural materials. They work together, persevering to lift and stack logs and wood slices to create a tower like shape. They talk with staff about what else the snowman needs. The children excitedly run and search for objects that could be parts of it's body, such as bushy branches for arms and leaves for eyebrows. The children exclaim 'he needs a scarf' and go to find one on their individual coat pegs.

Children behave well. They have good manners, using please and thank you when responding to staff. Children understand the boundaries and adhere to staff's expectations for behaviour. Staff praise two-year-olds for good listening as they get ready to go back inside from the garden. Children 'park' the ride-on cars back where they got them from, and place resources away carefully.

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

- Staff demonstrate a good knowledge of children's learning and development. They know the children well and are attentive to their individual care needs. Staff observe children throughout the day and accurately identify what they need to learn next. Staff focus on supporting any potential gaps in children's learning or experiences. They work alongside other professionals when children need additional support, including children with special educational needs and/or disabilities.
- Staff use children's interests to plan engaging opportunities. Children show an interest in climbing. Staff support them in creating outdoor obstacle courses using large soft-play shapes and other outdoor equipment. They build on children's physical skills, and knowledge, as they teach them about how different parts of their bodies work. The children help their friends do forward rolls down a triangular wedge mat. They remind each other to tuck their head in. Staff encourage the children to bend their knees and jump safely, using two feet, between foam blocks. Children giggle and shout, 'it is really high'.

- Overall, staff use their interactions to develop children's communication and language. Staff share a variety of books and songs with children. They show younger children how to press the sound buttons on books and encourage them to copy sounds they hear, such as animal noises. Children join in with staff singing 'Old McDonald' and other familiar songs. However, some adult-led activities are too challenging for the youngest children. Staff do not always use simple instructions, or repeat key words, to help children maintain focus and support their understanding. Therefore, some younger children start to become distracted.
- Staff support children to try things for themselves and develop a can-do attitude. Children of all ages demonstrate determination, putting their own coats and shoes on ready to go outside. Staff encourage children to pour their own drinks. They explain to children how to share the cups out with their friends at lunchtime. However, at times, staff do not always support the children to communicate with each other, or to explain how they are feeling. This means some children struggle to share resources during general play activities.
- Staff have conversations with children about the world around them, and plan topics they may not have experienced. Staff and children read a non-fiction book about keeping the environment clean and safe. Children show excellent attention skills and comment they 'learned what respect means'.
- Leaders are passionate about maintaining a 'home-grown' and knowledgeable staff team. They provide a broad range of training for staff of all levels. Leaders monitor and evaluate the environment, adapting and improving it to meet the changing needs of children. They explain how more versatile resources help children to have their own ideas and focus during child-led play.
- Parents and carers comment that staff work alongside them. They are encouraged to share all aspects of their children's learning and care, including toilet training and healthy eating. They praise staff for how well they communicate and share what they are working on with children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a broad knowledge of how to keep children safe from harm. The provision is secure and the setting implement clear procedures for visitors, including checking their identification and asking them to sign in. Staff check the environment regularly to ensure it is a safe place for children to play. Staff and leaders know the children and families well. They have a good understanding of the signs and symptoms a child may be at risk of harm. Staff and leaders are confident in fulfilling their responsibilities, including reporting any safeguarding concerns to the relevant people and places.

What does the setting need to do to improve?

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

- differentiate adult-led activities further to ensure the developmental needs of younger children are consistently supported
- provide children with further support in explaining and managing their feelings, so they can learn to resolve their own conflicts during play.

Setting details

Unique reference number	2511579
Local authority	Rutland Council
Inspection number	10144604
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 4
Total number of places	64
Number of children on roll	48
Name of registered person	Climbing High Nurseries Limited
Registered person unique reference number	RP908919
Telephone number	07979598077
Date of previous inspection	17 January 2020

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 eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and above.

Information about this inspection

Inspector

Lora Teague

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 their evaluation of the provider.
- The manager and inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The inspector observed staff and children of all ages through the setting, assessing the quality of education and its impact on children's learning and development.
- The manager and inspector observed and evaluated an activity.
- The inspector held discussions with staff and leaders regularly during the inspection.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.
- The inspector spoke to a range of parents and took their view into account.

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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