

Inspection of Oberlin Street Nursery

236A & 236B Greenacres Road, Oldham OL4 3ET

Inspection date: 13 May 2022

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 happy, content and safe in this welcoming nursery. There have been some changes, due to the COVID-19 pandemic, but children adapt well. For example, they are confident to part from their parents at the entrance, showing excitement to greet staff and their friends. Leaders recognise that maintaining a consistent staff team since registering with Ofsted has been difficult. However, a new senior leadership team, along with experienced staff, are now in place. Leaders have a clear vision of improvement for the nursery and aim to strive for the 'very best'. However, they understand that standards across the nursery are not where they would like them to be.

Some activities do not always match what children are interested in and are capable of doing. For example, younger children are sometimes provided with counting activities that are too advanced. They lose interest and become disengaged. That said, some children are provided with learning experiences that keep them motivated to learn. For example, older children enjoy making 'magic potions' and show sound physical dexterity as they play ring games with staff. Overall, care practices are effective. Children learn about the importance of healthy living and talk about why it is important to brush their teeth. They show some positive behaviours and attitudes towards their learning.

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

- The nursery has been through some turbulent times since registration. Maintaining strong leadership and staffing has been an ongoing issue for leaders. However, a new manager has been appointed and she has high aspirations for the nursery. Leaders want to take the nursery from strength to strength and they aspire for it to be good. Self-evaluation is accurate and includes the views of children, staff and parents.
- Leaders do not always deploy staff effectively to meet the needs of all children. For example, some staff are unsure where they are best deployed and some are distracted doing other tasks, such as cleaning. This has a negative impact for some children as quality interactions do not always take place, and some children's behaviour begins to deteriorate.
- The newly introduced curriculum is in its infancy. Although leaders have a clear vision for what they want staff to teach children, this is not understood by all staff. Some staff are unclear on what children should be learning. This leaves some children at a disadvantage and the quality of education across the different rooms varies. Despite the weakness in the curriculum, children do acquire the skills in readiness for school.
- Overall, the support in place for children with special educational needs and/or disabilities is strong. External support is sourced and interventions are

monitored. Parents commend leaders for what they do for their children.

However, leaders identify that the arrangements for sharing information with all parents to fully support their children's learning at home needs strengthening.

- Leaders give high priority to staff well-being. They provide staff with incentives and allocate time for them to complete their paperwork. Staff attend appraisal meetings, training and supervision sessions. However, leaders do not always provide staff with incisive feedback about how they can raise their practice to a higher level.
- The support in place for children who speak English as an additional language is strong. Staff promote children's communication and language skills well. They listen to them with interest and introduce new words. Children are confident to talk to the inspector about 'monsters' that they have made from mud and are keen to tell him about the pets that they have at home.
- Staff instil a love of reading to children. They sit with children and look at various books. Children relish these moments and talk about the characters. Older children sit together looking at books and have a go at decoding some words.
- Additional funding is spent well. Leaders ensure that children have access to opportunities that they would not normally have. These include outings, visits to the library and providing resources to promote children's large-muscle development.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe, risk assessments are effective and ratios are complied with. Leaders ensure that staff attend safeguarding training and are aware of the safeguarding policy. Staff know the referral procedure and understand the steps to take should they be concerned about the conduct of a colleague. They understand the safe use of mobile phones and electronic devices. Leaders understand their roles to keep children safe and protected from harm. They keep abreast of changes in legislation and discuss these with staff. Staff teach children about e-safety and talk to them about the importance of keeping safe.

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 leaders deploy staff effectively across the nursery	30/06/2022

ensure that all staff fully understand the intent of the curriculum and provide children with learning experiences that build on what they already know and can do.	30/06/2022
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To further improve the quality of the early years provision, the provider should:

- strengthen information sharing with parents, to enable children, including those with special educational needs and/or disabilities, to continue their learning at home
- provide staff with more detailed feedback about their interactions with children, to raise their practice to a higher level.

Setting details

Unique reference number	2594626
Local authority	Oldham
Inspection number	10217907
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	48
Number of children on roll	65
Name of registered person	Rosebuds Childcare Limited
Registered person unique reference number	RP525114
Telephone number	0161 785 0945
Date of previous inspection	Not applicable

Information about this early years setting

Oberlin Street Nursery registered in 2020 and is located in Oldham, Greater Manchester. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6pm. The nursery employs eight members of childcare staff, all of whom hold early years qualifications at level 2 and above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Luke Heaney

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 his evaluation.
- The area manager and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact these had on children's learning.
- A joint observation was carried out by the inspector and the area manager.
- The inspector held discussions with the management team, staff, parents and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.

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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