

Inspection of Stars Day Nursery Oakdale

Oakdale Primary School, Oakdale Avenue, Peterborough, Cambridgeshire PE2 8TD

Inspection date: 1 June 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children arrive enthusiastically and settle very quickly to interesting and engaging activities. There is a warm and responsive welcome for children, who feel safe and secure in the nursery. There are high levels of respect and value shown between everyone. Children's behaviour is exemplary. They are kind and considerate towards each other and actively look after and include children with special educational needs and/or disabilities (SEND).

The nursery has become a hub within the community. Staff get to know children and their families and offer support in times of need. Staff and parents have a mutually respectful and trusting relationship, which helps children to settle and feel secure. Staff share detailed information about individual children's needs, interests and development with parents.

Children make rapid progress with their learning and development. They learn to be independent, curious and to be proactive about their own care. The nursery's bespoke curriculum is used by staff to ensure that every child achieves. Children with SEND or speech and language delay are supported by dedicated staff who ensure that they are included in all learning opportunities. Staff have taken steps to minimise the negative impact of the COVID-19 pandemic, for example, by providing a calm and quiet space, opportunities for challenging physical activities and nutritious meals.

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

- Staff have a firm understanding of what they want children to learn and how this links to the nursery's curriculum. Learning is sequenced so that new knowledge is built on previous learning. Children are deeply engaged in their play. They explore a wide range of opportunities to practise their developing skills and knowledge. Children from the most disadvantaged backgrounds and those with SEND are included in all learning opportunities and achieve the best possible outcomes.
- Children's physical development is promoted through the challenging trim trail and by using real knives and forks at lunchtime. Learning is meaningful and there is a strong focus on taking care of the natural world and each other. Staff support children's communication and language by singing songs, reading stories and having labels meaningfully used across the nursery. New vocabulary is used within the environment, for example to label the lunch tables, so that learning is deeply embedded. Staff access training on supporting literacy so they can provide effective support for children who are in the early stages of learning to read.
- Children have high levels of respect for the staff and each other. They

confidently approach staff and share and cooperate with each other. Children independently wipe their own noses and then wash their hands, use knives and forks and take care of their own personal care needs. Children with SEND are positively supported so that they have the same opportunities to develop these skills.

- Nutritious and tasty meals are provided. Children are involved in creating their own menus, growing their own foods and trying a wide variety of tastes. There are opportunities for children to learn about their own community, and learning experiences are provided that develop children's interests. Staff have worked with families to help them to understand the potential risks of being online, which has supported children's safety and behaviour.
- Staff supervision sessions feed into the training plan. This means that staff develop the skills and knowledge needed to provide high-quality care and education. Leaders understand the impact that the COVID-19 pandemic has had on staff, physically and mentally, and seek out ways to deal with excessive workloads and stress. Staff feel well supported and valued. They understand the aims and ethos of the nursery and the curriculum and how they contribute towards these.
- There is a culture of safeguarding. Early years pupil premium is used to support children's health and well-being, providing nutritious food and extra care in the holidays. Leaders build links with agencies and organisations to support children and families and have developed close links with the school so that transitions can be managed with ease.

Safeguarding

The arrangements for safeguarding are effective.

The nursery has robust recruitment and induction procedures. The suitability of staff is regularly monitored, and staff receive high-quality training to ensure that they can recognise and respond to signs of abuse. Staff work with parents to keep children safe, particularly with reference to online material that children are exposed to. The staff are quick to respond to concerns. They log any concerns so that they can be followed up. The nursery works in partnership with other agencies to ensure the safety of children. They are quick to identify where there may be issues with the safety and security of children in the nursery and take swift action.

Setting details

Unique reference number	2565169
Local authority	Peterborough
Inspection number	10233500
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	2 to 11
Total number of places	26
Number of children on roll	44
Name of registered person	Stars Day Nurseries Limited
Registered person unique reference number	RP905087
Telephone number	07970858684
Date of previous inspection	Not applicable

Information about this early years setting

Stars Day Nursery Oakdale is set in the grounds of Oakdale Primary School. The nursery employs 14 members of childcare staff. Of these, eight hold appropriate early years qualifications from level 2 to level 7. One member of staff holds qualified teacher status. The nursery is open from Monday to Friday all year round. Sessions are from 8am to 6pm. The nursery also offers out-of-school provision for primary school children. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracy Joyce

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The deputy manager, manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation during snack time.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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