

Inspection of Oakfield Nursery School Ltd

Grobby Road, Altrincham, Cheshire WA14 1RS

Inspection date: 10 August 2022

Overall effectiveness	Outstanding
------------------------------	--------------------

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children experience the awe and wonder of the world at this nursery. They arrive to an exciting, stimulating and carefully thought-out environment. Their key person welcomes them and shows genuine interest in their lives. Consequently, they make fabulous bonds with them. Staff ensure those that need extra support get it and thrive. Additionally, children that have specific talents develop their skills even further. All children are nurtured and cherished as individuals. Their behaviour is excellent, and they show genuine respect and kindness for each other and their surroundings. They are eager to have a go and try out new things with great enthusiasm.

Children have exceptional communication and literacy skills. Staff offer children questions and new language in play and activities. They encourage children to think deeply and recall knowledge. Babies show great understanding and interest in looking at books. They point at pictures, babble and delight as they turn the pages. Two-year-olds confidently explain that they can 'build a bridge for water to run under it.' Three-year-olds begin to recognise initial sounds of words and can match these to letters. The oldest children moving on to school have secure early writing and basic reading skills. They eagerly practise writing during play. Children show they are immensely proud of themselves. This means they have great confidence in their abilities. These excellent attitudes help them to make rapid progress in their learning.

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

- The long-standing team have developed a rich and sequenced curriculum. From two-year-olds acquiring basic skills, such as juicing an orange, to four-year-olds learning to be beekeepers, children experience new learning in practical ways. Staff always consider how their teaching broadens children's thinking.
- Staff know children exceptionally well. Even staff that are not key persons are aware of children's individual talents and what they need to learn next. Those working with babies and toddlers work in pairs to maintain continuity of care for children at all times.
- Staff routinely identify what makes children unique and the special talents they have. Following a child telling their key person about a book about Anne Frank, they research further, using the internet and a globe. They find out more about this child in history and acknowledge how different their life is to hers. Staff guide older children to find out new knowledge for themselves. This helps them to be critical and independent learners.
- Children lead healthy lifestyles and develop their physical skills exceptionally well. They access challenging climbing frames and practise using real tools doing woodwork. This helps them to master their large- and small-muscle movements.

Following a child telling their key person that they listen to Michael Jackson music at home, children learn dance moves to his songs. Children look after their bodies by brushing their teeth and hair daily. They know to keep hydrated with water and explain that sun cream is 'very important to have on their face'.

- Nurturing staff are meticulous in following babies' personal-care routines. Staff place great focus on providing babies with one-to-one warm interactions. This helps them to settle and enjoy their surroundings very quickly. Babies explore low-level water trays with mint leaves and oranges. Staff encourage them to smell, touch and enjoy new sensations.
- Learning about respect for living things and nature is a core feature of the curriculum. From a young age, children practise holding a tortoise ornament to help them to learn to have gentle hands when ready to hold the real animals. Children fully immerse themselves in outdoor learning during frequent visits to local woods and the beach. Upon their return to the nursery, they access a magnificent space called 'nature nursery'. There they learn even more about their discoveries. This successfully supports children to make connections between their prior experiences and new learning.
- Children learn mathematics through play. Mathematical concepts and language are skilfully interwoven throughout all activities. Two-year-olds are guided to look at the measurements on the jug that they fill with their squeezed orange juice. They count out 10 pumps as they retrieve water from the well to fill up the water tray. Older children have many opportunities to embed their knowledge of number in preparation for future learning.
- Parents have precise knowledge of what their children are working on and how they can provide input at home. They appreciate the workshops organised to help them to understand children's early reading and writing skills.
- Children, parents and staff views are routinely incorporated into improvement plans. This ensures children's experiences are continually of the highest quality. Staff access training that empowers them in their roles. Many of the staff are already graduates; however, they continually develop new knowledge. This helps their already innovative teaching to be even better. Staff 'love working at Oakfield' and are highly motivated.

Safeguarding

The arrangements for safeguarding are effective.

All staff frequently access training that equips them with in-depth knowledge of signs and symptoms of abuse. They are particularly confident to consider when children could be at risk of harm due to parental issues. For instance, domestic violence, substance misuse or extremist views. Even though many of the staff have worked together for a long time, there is a culture of vigilance around ensuring staff conduct is exemplary. If staff need to escalate concerns about children or colleagues beyond the designated safeguarding lead, they know exactly who to contact. Children are able to take part in risky play safely as staff risk assess and provide appropriate safety equipment.

Setting details

Unique reference number	EY293635
Local authority	Trafford
Inspection number	10129166
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	125
Number of children on roll	174
Name of registered person	Oakfield Nursery School Limited
Registered person unique reference number	RP524989
Telephone number	0161 928 4255
Date of previous inspection	9 March 2016

Information about this early years setting

Oakfield Nursery School Ltd was registered in 2004. The nursery opens Monday to Friday, between 7.45am and 6.15pm, all year round. There are 63 members of staff. Of these, 46 hold appropriate early years qualifications. 21 staff are qualified to level 5, 6 or 7. Five staff are qualified to level 4. 18 staff are qualified to level 3 and two staff qualified to level 2. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery provides funded education for three- and four-year-old children.

Information about this inspection

Inspectors

Dee White
Rachel Waterhouse

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the nursery.
- The nominated individual and management team led the inspectors on a learning walk and explained how the curriculum is planned and implemented.
- Discussions were held with staff, parents and children at appropriate times during the inspection.
- The inspectors observed practice in all rooms and evaluated the quality of activities in the pre-prep room and two-year-old-rooms together with the managers.
- The inspectors looked at documents, including staff qualifications, paediatric first-aid certificates and evidence to demonstrate the suitability of staff.
- The inspectors tracked the experiences of children to determine the progress they make.
- Meetings were held with the nominated individual, and managers discussed their evaluation of the provision and the impact on children's progress.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022