

Inspection of Oaklands Day Nursery

Oaklands Children's Centre, Preston Grove, YEOVIL, Somerset BA20 2DU

Inspection date:

31 August 2022

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children are happy, confident and engaged in a variety of good quality learning opportunities. They are building good relationships with staff and other children. Babies show that they feel secure in the welcoming environment. All children are confident to move around their rooms, choosing what they would like to play with. The quality of teaching is good. Staff support children well to help each other. For example, a child says, 'I am stuck' and another child immediately goes over and says, 'I can help'.

Staff provide a good and varied curriculum. They know the children well, including their interests and how to motivate them. Staff promote children's independence well throughout the nursery. Babies are encouraged to have a go at eating with spoons and older children serve themselves and wash up their plates and cutlery.

Staff do not always support children's care needs as well as they could to fully promote their general well-being. Management is aware of this and is introducing additional training and support for staff.

During the COVID-19 pandemic, the setting adapted how parents dropped off and collected their children at the main door. However, these procedures are changing to allow parents to come into the nursery to drop off and collect. There are good systems in place to share information with parents, which include an online system.

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

- The nursery has recently gone through a major change to the management structure. Management is keen to make sure all aspects of the nursery are running smoothly again and recognises some things are still in the early stages and have yet to make a positive impact. Management is working hard to ensure all staff have the skills and knowledge to fulfil their role fully. However, there are inconsistencies with staff knowledge of some procedures. For example, some records completed by staff do not contain sufficient detail and are not used in a way to help them monitor children's welfare as closely as they could. On occasions, staff do not fully recognise children's uniqueness.
- Children behave well and even the youngest children are learning to share and take turns. Staff are positive role models and help the children to follow the golden rules, such as using kind hands. Children cooperate well together in their play and are building good friendships.
- Managers have started supervisions with the staff and have provided lots of different training opportunities. However, staff have not always had the time to fully consider and implement what they have learned. For example, how they help children who speak English as an additional language to value their home

language.

- Children's health and hygiene are promoted well. They learn to follow good hygiene routines independently. Children have good opportunities to exercise in the fresh air in the large school grounds. Babies' and toddlers' home routines with regard to feeding and sleeping are closely followed to make sure they are comfortable and settled.
- In general, the key person system works well. Staff know their key children and effectively plan the next steps in their learning. However, at times, when children transition into their next stage room in the nursery, staff are not fully aware of all of the children's individual needs to enable them to fully promote their needs.
- Management and staff have recognised the impact of the Covid-19 pandemic on children's personal, social and emotional development as well as their communication and language. They have increased the activities that support these aspects of children's development, such as story and rhyme times. Younger children go on walks in the community with staff, which helps them develop a sense of belonging.
- Partnership with parents is good. Parents report that staff keep them well informed about their child's progress. They also state that during particularly important aspects of their child's development, such as potty training, staff work closely with them to help the child achieve their new skills.

Safeguarding

The arrangements for safeguarding are effective.

Management has provided staff with a range of training to support them in safeguarding children. Staff have a good understanding of possible concerns and the appropriate procedures to follow in the event of a concern about a child's welfare. Management regularly talks to staff to make sure they understand their role and responsibility to safeguard children. Staff undertake daily risk assessments to make sure the environment is safe and well maintained. Children are encouraged to take risks, particularly in the outdoor environment. There are good procedures in place to recruit new staff and make sure that they are suitable for their role.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the procedures to make sure that staff consistently promote children's well-being.	31/10/2022

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

- review opportunities for children to use their home language to celebrate their uniqueness
- review the key person system to make sure that at busy transition times, staff have the information they need to support children's care and learning fully.

Setting details

Unique reference number	EY407320
Local authority	Somerset
Inspection number	10252695
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	38
Number of children on roll	64
Name of registered person	Heather Norris and Penelope Sealey Partnership
Registered person unique reference number	RP909293
Telephone number	01935423497
Date of previous inspection	1 August 2017

Information about this early years setting

Oaklands Day Nursery registered in 2010. It is one of two privately owned nurseries. The nursery opens 50 weeks of the year, Monday to Friday, from 8am to 6pm. The nursery receives funding to provide free early education for children aged two, three and four years. There are 15 members of staff who work with the children. All staff hold early years qualifications ranging from level 2 to level 6.

Information about this inspection

Inspectors

Lorraine Sparey
Elaine Douglas

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 leaders and has taken that into account in their evaluation of the setting.
- Two inspectors completed the inspection. The manager and one inspector observed an activity together and reflected on the quality of teaching and learning.
- Both inspectors completed a learning walk with the manager and discussed the curriculum offered in each room for the different ages and stages of children's development.
- Both inspectors spoke with parents to gain their views.
- The inspectors completed a leadership and management meeting with senior staff and reviewed documentation to support staff and management in moving forward in their new roles.
- Both inspectors spoke with staff and children at appropriate times throughout the inspection.

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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