

Inspection of The Oval Childcare Ltd.

Newtown Community Resource Centre, Durham Road, Stockton-On-Tees, Durham
TS19 0DE

Inspection date: 17 October 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are greeted warmly on arrival. They leave their parents happily and are ready to explore the well-resourced nursery. Children who are new to the setting settle quickly. Staff build strong bonds with children and their families. They are caring, nurturing and have high expectations for all children. Staff act as good role models which helps children to behave well.

Children are confident to approach the inspector, as they know their key person is close by. For example, babies show off their dance moves, but turn to their key person to check that they are there. Older children proudly show that they can write their name. They then return to a familiar adult to seek reassurance. This shows that children feel safe and secure.

Staff observe children and assess their different stages of development during daily activities. Learning is built on what children already know and can do. For example, children who find it easy to paint with chunky brushes, are offered finer brushes to develop their mark-making skills even further. Children who can confidently count to five, are encouraged and supported to count to 10. Learning is shared with parents so they can extend learning at home.

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

- Children behave well. They are encouraged to use their manners and to be kind to each other. Toddlers are learning to play alongside and with each other. They have started to make their own friends. However, at times, children are not supported in understanding the rules of the nursery. Children who stand in the window are immediately lifted down. They are not given a reason for being removed from the window. This means that children do not get to know that rules and boundaries are there to keep them safe.
- Children learn to share and take turns. For example, children play board games. They take turns to count pictures and match the correct number of counters. Children who struggle with taking turns are supported to understand when it is their next turn. During lunchtime, children take turns to serve their own food. Mealtimes are seen as social occasions. Children happily talk about their day. These activities help children to develop essential social skills and support their confidence and well-being.
- Partnerships with parents are very strong. Parents speak positively about the love and care the staff provide. They appreciate the time staff take to get to know the whole family. During the COVID-19 pandemic, the management team supported families with food parcels and activity bags. They kept in touch with families on a regular basis. Staff share information with parents through an online platform every day. Information includes what children have eaten, any

nappy changes and the activities they have done. Parents state that staff are 'amazing in every way'.

- Overall, children's care needs are met. Staff provide good support for children to develop independence skills and to manage their own self-care. Older children go to the toilet and wash their hands. Toddlers are encouraged to wipe their own noses. However, all babies are put in pushchairs to sleep. Although staff are present to monitor babies, this is not recommended practice with regards to 'safe sleep' guidelines.
- Staff support children with special educational needs and/or disabilities very well. Activities are adapted so that all children can take part. Any gaps in learning are quickly identified. Staff work closely with external professionals. They work together to put individual plans in place for children who need a more targeted approach. This helps all children to reach their full potential.
- Staff know children well and develop learning experiences, based on their interests. For example, some of the youngest children like animals. These are used in a tray with leaves. Staff introduce colours and counting to the activity tray. However, at times, staff do not understand that an interest can be an action. For instance, babies who enjoy throwing objects are discouraged. This means that not all children's interests are acknowledged and valued.

Safeguarding

The arrangements for safeguarding are effective.

Staff recognise the signs and symptoms which may indicate a child is at risk of abuse. They know the procedures for documenting and reporting safeguarding concerns. Staff attend regular training so that they can support the children and families in their care. The manager works in partnership with other agencies, to further support children and families. Staff are aware of the procedures to follow if they are concerned about a colleague. Secure recruitment and vetting systems are in place to ensure the suitability of new staff.

What does the setting need to do to improve?

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

- support children to understand why rules and boundaries are in place and how they can keep themselves safe
- ensure babies are sleeping on flat surfaces, following the latest guidelines for 'safe sleeping'
- review staff's understanding of following children's interests, to help them engage in their play and promote learning to the highest levels.

Setting details

Unique reference number	2576255
Local authority	Stockton-on-Tees
Inspection number	10250908
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 9
Total number of places	74
Number of children on roll	110
Name of registered person	The Oval Childcare Nursery Ltd
Registered person unique reference number	2576254
Telephone number	01642614132
Date of previous inspection	Not applicable

Information about this early years setting

The Oval Childcare Nursery Ltd. registered in 2020 and is based in Stockton-on-Tees. The nursery employs 12 members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 6, one at level 5, and nine have qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery provides before- and after-school care, during term times, for children attending the local primary school. They also offer a holiday club for school children.

Information about this inspection

Inspector

Suzzanne Thompson

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 manager and has taken that into account in their evaluation of the provider.
- The manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to staff and parents at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out two joint observations of group activities with the manager.
- The inspector held a meeting with the manager and sampled documentation, including staff qualifications, staff suitability checks and first-aid certificates.

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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