

# Inspection of The Nursery (Oldham) Ltd

Alphabet House, 111 Henshaw Street, OLDHAM OL1 2AQ

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Inspection date:

21 November 2022

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## **Overall effectiveness**

## **Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is inadequate

Leaders fail to identify and resolve potential risks to children in a timely manner. This places children at risk of injury. Leaders show a poor attitude to addressing risks to children, further compromising their safety and well-being. Following the inspector identifying these hazards, the provider took appropriate action.

Children's learning is not consistently supported by good teaching across the setting. Children who speak English as an additional language are not always supported well enough by staff to build on their existing speaking skills. This means that they are not always able to understand or fully access some activities and, as a result, they do not make the progress they are capable of. Staff do not plan purposeful learning opportunities for all children to ignite their curiosity and build upon their prior learning. Group activities are not correctly pitched to children's levels of ability. This means some children become distracted and disengaged. At times, this has an impact on their attitude to learning. For example, they wander around the room with no purpose. That said, some children play happily with toys and sensory play activities that have been set up for them by friendly staff. They engage in self-chosen play.

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

- Risk assessments are not effective in keeping children, staff and visitors safe. For example, there are exposed electrical wires hanging from missing tiles in the ceiling cavity. This has been the case for several weeks, demonstrating leaders' lack of urgency in taking action to keep children safe. In addition, in some rooms, children's chairs are stacked and left accessible to children, including babies. As a result, a baby pulled a chair down and was seen to fall over the chair and lose balance. These issues were rectified during the inspection, however, leaders fail to demonstrate adequate ongoing risk assessment.
- Teaching is inconsistent in this setting. Some staff have poor knowledge of children's developmental needs and other staff fail to plan well enough for children's known next steps. As a result, activities lack purpose or fail to engage and promote children's learning. Children do not routinely make the progress they are capable of.
- There is a focus on language and communication as well as personal, social and emotional development. Staff sing songs and read stories with children using expression and interesting props. However, at times, staff select books that are too advanced for some children to access. This means that some children become distracted and lose interest quickly. This has a negative impact on children's attitudes and willingness to learn.
- Staff in the baby room teach babies about good hygiene and encourage children to wipe their hands and faces. Babies giggle with delight at a game of peekaboo

while having their faces wiped. They enjoy the praise they receive from friendly staff for taking their wipes to the bin independently. These warm interactions help to build children's confidence and self-esteem.

- Arrangements for one-to-one staff supervision and training are in place. However, not enough is being done to address weaknesses in staff teaching. As a result, children are not always taught to a good enough standard to make sufficient progress from their starting points. That said, the manager ensures that staff well-being is a priority. She operates an 'open-door policy' whereby staff can access help when needed.
- Transitions are not well managed to ensure staff changes, including to key persons, have as little negative impact on children as possible. This also impacts on communication with parents. Some parents comment that they do not know who their child's key person is or what their child is learning. As a result, parents are not supported to extend their children's learning at home. That said, some parents speak highly of staff, who work hard to ensure that new children settle quickly and make friends.
- In contrast, children with special educational needs and/or disabilities (SEND) are well supported. Leaders and staff make timely referrals for support and work closely with families and other agencies to ensure children with SEND make the best possible progress.

## Safeguarding

The arrangements for safeguarding are not effective.

All staff have received appropriate child protection training and are aware of the signs and symptoms, which may indicate a child is at risk of harm, including when a child is being neglected or emotionally abused. Staff know what to do should they have a concern about a colleague they work with. The manager ensures that new staff are safely recruited through a rigorous vetting procedure. However, leaders do not always act in a timely manner to eliminate potential risks to children and staff. As a result, the environment is not safe for children.

## 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 risks to children are identified and swift action is taken to minimise and remove these to keep children safe	26/01/2023

put appropriate arrangements in place for the supervision of staff that provides support, coaching and incisive feedback that informs continuous improvement across all teaching and practice	26/01/2023
ensure staffing arrangements meet the needs of all children, including during times of staff changes	26/01/2023
consider the individual needs, interests and development of each child and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development	26/01/2023
ensure that children who speak English as an additional language have sufficient opportunities to learn and reach a good standard in the English language.	26/01/2023

## Setting details

<b>Unique reference number</b>	EY453231
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10235957
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	85
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	The Nursery (Oldham) Ltd
<b>Registered person unique reference number</b>	RP907062
<b>Telephone number</b>	01616275510
<b>Date of previous inspection</b>	15 December 2016

## Information about this early years setting

The Nursery (Oldham) Ltd registered in 2012 and is located in Oldham, Manchester. The nursery employs 17 members of childcare staff. Of these, two hold a level 6 qualification, one holds a level 5 qualification, one holds a level 4 qualification, ten hold a level 3 qualification and one holds a level 2 qualification. Two other staff are level 3 apprentices. The nursery operates from Monday to Friday all year round except for bank holidays and approximately one week at Christmas. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old-children.

## Information about this inspection

**Inspector**  
Caroline Morton

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. This inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- Discussions were held with the provider, staff, parents and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The manager and inspector completed a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff, qualifications and first-aid certificates.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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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