

Inspection of Oberlin Street Nursery

236A & 236B Greenacres Road, Oldham OL4 3ET

Inspection date: 19 April 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time in this small and welcoming nursery. They are met by staff with a smile and arrive happily. Children say goodbye to their parents and become quickly immersed in play. Close relationships are evident and relationships are strong. This means that each day is filled with joy and happiness. Children make good progress. They develop many of the skills and knowledge needed in readiness for future learning and school.

Babies sit on their key-person's knee and snuggle in for cuddles, safe and content. The youngest children know what is coming next which gives them a sense of security and confidence. Staff hold up a nappy before taking babies to be changed. They ask them kindly if they are happy to have their nose wiped. All children are respected, valued and cherished.

Children tend to the pet snails and hand-reared chicks. They relish the hands-on experiences as they bond with the living creatures. Children demonstrate sensitivity beyond their years, as they gently handle the snails and stroke the fledglings' feathers with care.

Dedicated leaders have high expectations for children's behaviour and in the main, children know what is expected of them. Pre-school children know the rules and delight in shouting them out when asked by staff. Children know how to keep themselves safe when climbing down the staircase to play outside. As they line up beforehand, they declare with conviction, 'hold on to the bannister'.

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

- Since the previous inspection, the manager and staff have worked extremely hard to address the issues raised. Staff are allocated time away from their day job to complete tasks, such as planning activities or to complete online child development assessments. Staff now ensure that any additional duties are done so when appropriate. This limits time taken away from the children. Children are supervised well throughout the session. Staff are on hand to assist with activities and provide meaningful experiences.
- Communication and language development is prioritised by leaders. Toddlers choose favourite songs during a delightful singing session. Toddlers who are still learning to use words select a pebble which depicts a nursery rhyme to indicate which song to sing next. All children develop a love of songs and rhymes. They happily join in and sing loudly. Babies understand simple instructions. They respond with single words, babbles or a point towards a body part, such as their head, when prompted by staff.
- Pre-school children are well prepared for writing in school. They make marks

with precision and create artwork using watercolour paint and fine paint brushes. Toddlers develop coordination and the ability to handle small tools. For example, they hold an apple with one hand and attempt to chop the fruit with their free hand. Babies make marks in dry cereals. They giggle as they crunch the crispy texture between their small hands and fingers. Children develop the necessary skills to hold pencils correctly.

- Children who speak English as an additional language are very well supported. Staff read dual-language story books, say words in both languages and ensure that children have opportunities to see and use their home language as they play. This means that children who start with a very limited understanding of English become confident communicators. They are able to verbalise their wants and needs in both languages.
- Pre-school children set the table with a cloth, candles and flowers ready for a healthy and nutritious lunchtime. Children eat from china crockery and use real cutlery. These opportunities are helping to equip them with the independence and social skills needed in preparation for life in modern Britain.
- Overall, the curriculum is broad and balanced but some of the activities are not precisely focused on what leaders intend. Many of the activities are child led and children's choice. Therefore, sometimes staff do not precisely focus on what knowledge individual children need to acquire. That said, children are making good progress from their starting points, in readiness for what comes next.
- Staff receive training, support and guidance from leaders which helps them to meet children's needs. Recent communication training has helped staff to support children's speech and language skills further. Staff benefit from individual supervision meetings to ensure that their practice is of a high standard. Overall, the curriculum intent is known and implemented well.
- In the main, the expectations for how children behave are commonly understood. However, they are not always applied consistently. Children are starting to know the rules and older children declare them confidently during a group session. However, some minor unwanted behaviours are not challenged or explained so that children fully understand why some things are not acceptable.
- Children with special educational needs and/or disabilities are supported very well. Staff work closely with parents and external professionals to ensure that timely support is provided. Staff understand that all children are unique. Children's preferred styles of play are encouraged. Funding is used well to ensure that children who need a little more help receive the support they are entitled to. This helps them to make the progress they are capable of.
- Partnership with parents is excellent. Staff share detailed information about children's progress and help parents to support and extend children's learning at home. Parents spoken to during the inspection offer nothing but praise. They commend how the leaders and staff help children to develop new skills and deepen their knowledge and understanding.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff receive regular child protection training. Staff know what may constitute a safeguarding concern. They understand the procedures to follow if they are concerned about the safety of a child or about the actions of a colleague. Leaders monitor children's attendance to ensure that all children, including those who may be vulnerable, are safe. Recruitment procedures are strong and staff suitability is thoroughly checked. This helps to ensure that children are taken care of by staff who are suitable. The premises are very secure. Staff control who gains access to the nursery rooms and only those who have had their identification verified are able to enter.

What does the setting need to do to improve?

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

- help staff to focus more precisely on what leaders intend children to learn
- support staff to apply the high expectations for behaviour more consistently.

Setting details

Unique reference number	2594626
Local authority	Oldham
Inspection number	10245320
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	48
Number of children on roll	55
Name of registered person	Rosebuds Childcare Limited
Registered person unique reference number	RP525114
Telephone number	0161 785 0945
Date of previous inspection	13 May 2022

Information about this early years setting

Oberlin Street Nursery registered in 2020 and is located in Oldham, Greater Manchester. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am to 6pm. The nursery employs 10 members of childcare staff, all of whom hold early years qualifications at level 2 and above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Layla Davies

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager took the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children were spoken to and some children told the inspector what they like to do when they are at nursery.
- The inspector observed the quality of education and assessed the impact that this was having on children's learning.
- The inspector spoke with the nominated individual, the area manager and manager about the leadership and management of the nursery.
- Parents shared their views of the nursery with the inspector.
- The inspector carried out a joint observation with the manager.

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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