

Inspection of Broadway Day Nursery

2 Elly Clough, Holden Fold Lane, Oldham OL2 5EP

Inspection date: 31 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are curious, independent learners. They fill the air with sounds of laughter, thoughtful questions and excitement. Older children plant flowers and vegetables. They show off their extensive knowledge by explaining that a row of pebbles is needed in each pot for water drainage. Two-year-old children beam as they anticipate their daily game of 'what's in the box?'. They patiently wait their turn, choose a teddy from the box and begin to sing the corresponding song. This supports their growing vocabulary and important social skills. Babies begin to showcase early imaginative skills by pretending to feed staff and talking on makeshift telephones. The curriculum in place is truly ambitious for every child.

All children cherish playing outdoors. Staff design enjoyable and clever activities that help to support children's growing physical skills. For example, children balance carefully and navigate tricky steps in an obstacle course outside. They thoughtfully assess this activity for risks and decide individually whether or not they would like a helping hand from staff. This supports children's growing confidence, as well as their large-muscle skills. Children know what is expected of them. Staff reinforce gentle boundaries and rules, which children happily follow. This helps to create an atmosphere of respect and kindness to all.

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

- The management team ensures that all staff understand how young children learn. Managers encourage staff to contribute their knowledge and training to the curriculum. This results in a well-thought-out, ambitious and successful curriculum for every child. Staff know precisely what each child can already do and they quickly support children to build on these skills further. Some aspects of the curriculum go above and beyond. For example, children with delays in their communication and language benefit from private speech and language support classes. This directly enhances their progress.
- Babies display impressive levels of confidence and comfort at this setting. They smiled and waved at the inspector, clearly feeling secure in the presence of the familiar staff in their rooms. Staff are quick to attend to babies' needs. They envelop babies in warm cuddles when they wake from their afternoon nap, having already prepared their warm bottles or afternoon snack. They know babies' routines very well and this helps babies to feel fully settled in their care.
- Children's communication and language skills are well supported. Children relish story time. Staff successfully build a love for reading in all children. Staff repeat key words and introduce new language seamlessly into children's play. This tactic works well and children begin to expand their vocabulary. However, at times, staff do not use proper terminology when speaking to children. For example, they say 'ta' instead of 'thank you'. This can be confusing, especially

for the youngest talkers.

- The management team is passionate about supporting children's good health. Managers have invested in training and resources to help support oral health particularly. Older children brush their teeth every day and learn about the germs that live in their mouths. Food and drinks served at the setting take into account children's health and nutrition. Children have access to fresh water at all times and do not have any unhealthy drinks at the setting. However, staff do not always model these messages personally. They consume less-healthy drinks in front of children, which can undermine the lessons that they are trying to impart.
- Children behave impressively well. They know what is expected of them. They thrive under the well-known and consistent routines put in place by staff. Children know to line up and when to tidy their toys away. They listen avidly to staff and treat both staff and peers with kindness and respect.
- Partnerships with parents are a true strength of the setting. Parents feel that their views and contributions are valued and this helps them to feel involved in their children's care and education. Parents comment that 'Every child deserves to smile and every child smiles here.' They consider their children's happiness to be a key indicator that staff and the management team are 'getting things right'. The management team views parents as an asset. Managers are keen for parents to stay involved in their children's ongoing development and so encourage this. This partnership working benefits children and their progression.

Safeguarding

The arrangements for safeguarding are effective.

The members of the management team have a sound understanding of their roles and responsibilities in helping to protect children. They recognise the importance of their role and therefore create a culture of vigilance and awareness within the setting. Staff benefit from regular safeguarding training. This helps to keep their knowledge fresh and current. Staff can confidently recognise signs and symptoms that may indicate a child is suffering from abuse. They know the procedures they must follow, including if they have concerns about another member of staff or the management team. The majority of staff are trained in paediatric first aid. This helps them to know how to respond should a child have an accident at the setting. This supports children's safety.

What does the setting need to do to improve?

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

- encourage staff to deliver consistent messages with regard to healthy choices
- support children's growing vocabulary further by encouraging staff to use proper terminology when speaking with children.

Setting details

Unique reference number	EY496629
Local authority	Oldham
Inspection number	10291708
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	74
Number of children on roll	104
Name of registered person	Broadway Day Nursery Limited
Registered person unique reference number	RP908698
Telephone number	01616788832
Date of previous inspection	24 April 2018

Information about this early years setting

Broadway Day Nursery registered in 2016. The nursery operates from Monday to Friday, 7.30am until 5.30pm, all year round, except for one week at Christmas. There are 20 members of childcare staff employed. Of these, two hold an appropriate early years qualification at level 6, one holds a qualification at level 5, and 12 members of staff hold qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shauneen Wainwright

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager, the manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of practice.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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