

Inspection of Medlock Day Nursery

932 Ashton Road, Bardsley, Oldham OL8 3JS

Inspection date: 26 June 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The quality of provision has declined since the previous inspection. This has resulted in some inconsistencies. For example, the curriculum is planned well for some children, which helps them to acquire lots of knowledge and skills. However, poorly planned activities result in other children not engaging well enough. This weakness is compounded because some staff are not always deployed effectively according to their knowledge, skills and experience. This leads to disorganisation in some nursery routines. Additionally, the support for children with special educational needs and/or disabilities (SEND) is not consistently good. Staff know the children well. However, they are not always clear about what support is needed. This means that some children with SEND are not achieving as well as they could.

Despite weaknesses, children are mostly happy and enjoy their time at the nursery. Children greet staff with a smile, and they are eager to play with their friends. All children, including babies, thoroughly enjoy books and stories. As staff read a story about a colourful elephant, babies make lots of sounds and copy the actions. This demonstrates they are learning to listen and copy what adults do, which helps to build their language effectively. Supporting children's communication and language is a key priority at the nursery. As a result, all children benefit from a language-rich environment.

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

- The owner, who is also the manager, has brought about some changes in the nursery. She has reorganised the leadership and management team, which is having a positive impact on staff morale. After a period of turbulence, these changes have also created a calmness within the nursery. However, more work is needed to ensure the quality of practice is consistently good.
- The manager has taken over the role of special educational needs coordinator (SENCo). She is ably supported by a trainee SENCo, who is equally committed to this role. As a team, they work closely with parents and other professionals. They ensure that all children with SEND have a 'provision map'. This map sets out the support each child needs to help them succeed. However, information from the provision map is not always shared with or understood by staff. This means that in practice, the quality of support offered to children is inconsistent. As a result, some children with SEND do not achieve as well as they could.
- At times, children experience a broad and interesting curriculum. For example, pre-school children enjoy reading traditional fairy tales such as 'Jack and the Beanstalk'. This helps them to learn new words and develop their early literacy skills. Children are able to re-read these tales and develop their creativity as they build a pretend beanstalk. These purposeful activities help children to build their

confidence in reading and acting out favourite narratives. Staff also work in partnership with parents to extend children's love of reading at home.

- Where the curriculum is implemented less well, children do not display positive attitudes to learning. For example, some staff plan activities such as mixing paint. However, they are not clear about why they are doing this and, in particular, what the children need to learn. As a result, these activities offer little stimulation and some children become disengaged. This in turn affects their behaviour and any incidental learning is missed.
- Managers have not identified gaps in how the curriculum is delivered. Furthermore, they have not ensured that the deployment of staff maximises children's care and learning needs. For example, staff who are not as skilled as others work alongside trainees. This arrangement does not meet children's needs well enough. In contrast, staff caring for the babies are highly experienced and skilled. As a result, babies are eager to learn and they actively explore their safe and nurturing environment.
- All staff are kind and caring towards children. This helps children to feel settled and secure. Children's comfort and security are further assured during sleep time routines. For example, babies and toddlers sleep in a designated sleep room. All bedding is clean and children's sleep preferences are discussed and agreed with parents. Staff settle babies and toddlers to sleep and stay with them at all times. This helps to promote children's good health and safety.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff ensure children are safe at the nursery. They are knowledgeable about child protection matters and report any concerns immediately. Managers also work closely with outside professionals to help ensure children's well-being. When needed, staff take prompt action to keep children safe. For example, when a drain was blocked in the outdoor play area, staff kept children inside to minimise any risk of harm to their health. The premises are secure, both internally and externally. Staff supervise children closely as they devour their healthy meals and snacks. This means they can respond swiftly if a child chokes.

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 organisation and deployment of staff to help maximise children's care and learning needs.	21/07/2023

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

- make sure the curriculum is implemented consistently so that all children have opportunities to build their knowledge and skills over time
- improve communication between the SENCo and staff so that they know and understand the plans in place to support children with SEND.

Setting details

Unique reference number	2526900
Local authority	Oldham
Inspection number	10300128
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	122
Number of children on roll	64
Name of registered person	Medlock Day Nursery Ltd
Registered person unique reference number	2526899
Telephone number	07590192928
Date of previous inspection	18 February 2022

Information about this early years setting

Medlock Day Nursery registered in 2019 and is situated in Oldham. The nursery opens from 7.30am to 6pm, all year round, except for bank holidays and one week at Christmas. It currently employs 11 members of childcare staff, including the manager. Of these, one holds an appropriate early years qualification at level 6, seven hold qualifications at level 3 and one holds a qualification at level 2. The nursery provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tricia Graham

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- This inspection was carried out following our risk assessment process.
- The deputy manager and the inspector completed a learning walk around the nursery.
- The inspector observed the quality of education and the impact this has on children's learning.
- Discussions were held with the leadership and management team.
- The inspector carried out joint observations with the deputy manager.
- Consideration was given to parents' views.
- The inspector spoke to 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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