

Inspection of Cornerhouse Day Nursery

Cross Street, Lees, Oldham OL4 3BT

Inspection date:

20 November 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

Leaders have not ensured that the curriculum intent is ambitious for all children in this nursery. Furthermore, the manager has not ensured that staff are clear on how to implement the curriculum effectively. Consequently, although children make some progress in their learning, not all children make consistently good levels of progress. There is a key-person system in place. However, the arrangement of this does not always ensure that children's individual learning needs are fully met.

Staff are caring and nurturing towards children. They ensure that they get down to children's level and facilitate children's play. Children go to staff for a cuddle or reassurance if they are tired. This helps most children to settle quickly. The nursery provides children with healthy, home-cooked meals and nutritious snacks throughout the day. Staff take children on walks out into the local community, such as trips to the shops. Children have access to an outdoor space at the nursery, where they can develop their physical skills and get fresh air. This supports children to learn some of the ways they can live healthy lifestyles.

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

- The manager has an idea of what she wants children to learn in each room to prepare them for their next stage in learning. This is shared with staff, who plan activities and select resources for children based on their interests. However, staff do not always consider what they want children to learn next, or how they can sequence children's learning, to ensure that they consistently make the progress of which they are capable.
- The curriculum for communication and language does not always support children to make good levels of progress in their development. Staff read stories to children and encourage children to join in with familiar songs. However, staff do not always plan learning experiences for children that support their emerging vocabulary and the correct pronunciation of sounds. Consequently, there are some gaps in some children's development.
- Staff work closely with children in this small nursery. Children build relationships with all staff. They are content and behave well. At times, there are some conflicts between children over resources. Staff resolve these with the children when they occur. Staff are starting to help children learn how their actions impact others.
- Children with special educational needs and/or disabilities (SEND) are supported by the special educational needs coordinator (SENCo). While some staff identify where children have gaps in their learning and put measures in place to bridge these, this is not always consistent across the nursery. Some staff do not always identify next steps in children's learning effectively to help enhance their development.

- The manager uses additional funding to provide children with resources that capture their interests. However, this is not always done promptly. Due to the weaknesses in the curriculum intent and implementation, funding is not always used effectively to improve the quality of learning experiences available to children.
- The manager has not ensured that the professional development of all staff is focused sharply enough on improving their knowledge and understanding of how to implement the curriculum to improve the outcomes for all children. Consequently, not all children are ready for their next stage in learning.
- Staff have developed secure relationships with parents. There is a two-way flow of communication to share key information about children. For example, parents inform staff of children's likes and dislikes, and if they have any allergies, before they start. This allows staff to plan appropriately. However, due to staff's lack of knowledge of the curriculum, they are not always sharing information with parents regarding what children's next steps in learning are and how parents can support this at home.
- The provider failed to notify Ofsted of a significant event. The nursery closed for a period of 48 hours following an incident affecting the suitability of the premises, including cleanliness. Since then, the provider has carried out a deep clean of the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have sufficient knowledge and understanding of safeguarding policy and practice. Staff are aware of how to report concerns about the welfare of children to the nursery's designated safeguarding lead (DSL). Leaders and the DSL have a secure knowledge and understanding of the relevant external authorities to whom to report concerns and the role and responsibilities of other professionals involved in safeguarding children. Staff are trained in paediatric first aid. This helps to ensure that they can respond to emergencies and keep children safe.

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
implement an ambitious and well-sequenced curriculum that supports children to make continuously good levels of progress in their learning	22/12/2023

strengthen the key-person system to ensure that staff are consistently meeting children's individual learning needs	22/12/2023
ensure that staff training and professional development are focused on developing a secure knowledge and understanding of how young children learn and how to implement the curriculum effectively.	22/12/2023

Setting details

Unique reference number	EY448406
Local authority	Oldham
Inspection number	10319247
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	32
Number of children on roll	42
Name of registered person	Cornerhouse Day Nursery Ltd
Registered person unique reference number	RP902360
Telephone number	0161 624 4553
Date of previous inspection	22 March 2019

Information about this early years setting

Cornerhouse Day Nursery registered in 2012. The nursery employs eight members of childcare staff. All staff hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, for 51 weeks of the year, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Fenwick

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 provider and has taken that into account in their evaluation of the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and 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 SENCo spoke to the inspector about how they support children with SEND.
- 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 inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to parents and reviewed written feedback during the inspection and took account of parents' views.
- 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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