

Inspection of Oakhill Day Nursery

Girnhill Infant School, Hardwick Road, Featherstone, PONTEFRACT, West Yorkshire
WF7 5JB

Inspection date: 18 December 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 arrive happy and are greeted with positivity from the warm and welcoming staff team. They leave their parents or carers with ease and are eager to begin their day. Staff show genuine interest in the children and form strong bonds with them. Children settle quickly and confidently access the resources that are available to them.

Children are free to choose from a wide range of activities, indoors and outdoors. The nursery curriculum offers children challenge and stimulates their interests. Children are excited and motivated to learn. Children show this as they rush outside to begin their 'Gruffalo' hunt. They collect leaves, twigs and stones to make a 'Gruffalo crumble' in the mud kitchen. Staff extend children's learning and challenge them to describe the sounds they can hear as they 'crunch' the leaves beneath their feet. All children make good progress.

Children's behaviour is good. Staff value each child and have high expectations of them. Children have a clear understanding of boundaries and treat each other with respect and kindness. Staff help children to learn about their emotions. For instance, children have opportunities to discuss their feelings and enjoy group time with the 'worry monster'. This helps to promote children's overall well-being.

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

- The new manager and leaders are passionate, reflective and committed to the continuous improvement of the nursery. Staff feel supported in their work and their well-being is given high priority. The manager ensures staff complete all mandatory training. She has plans to extend training opportunities further to help staff build on their current good teaching skills. Furthermore, the manager intends to embed arrangements for staff supervisions. This will help to swiftly identify and address any minor weaknesses in teaching.
- Children learn about good hygiene routines. Staff encourage children to wash their hands and use the toilet independently as part of their daily routine. This is evident when children sing songs about washing their hands and explain they need to wash the germs away. The manager has recently introduced a 'snuffle station' that is equipped with tissues, hand gel and a bin. Furthermore, a toothbrushing programme has been implemented to promote children's understanding of oral health. Children sit with a mirror and timer each day and practise brushing their teeth. This helps them to understand the importance of personal hygiene.
- Staff gather information from parents when children first start about what they already know and can do. Staff use this information alongside their own observations and assessment to plan themes and ideas based on children's

interests and next steps. For example, children enjoy learning about the winter. Staff challenge them to speak about the weather and what clothing they may need to wear to go outside. Older children are challenged to count the number of snow balls they can see in the snowman tough tray.

- Staff support children's communication and language skills well. Children are provided with a language-rich environment. Staff use a lot of language opportunities to extend and develop children's vocabulary, including words of the week and sign language. Children hear songs, rhymes and stories each day to help build on their vocabulary. This helps children to become good communicators from a very early age.
- Partnership with parents is a real strength of this nursery. Staff share regular information and photos with parents using an online app. They have daily discussions with parents at drop-off and collection times. Parents are full of praise for the education and care their children receive. They enjoy using the lending library to share books at home with their children and compliment the support they receive for the whole family.
- Overall, there is an effective key-person system in place. Key persons know their children well. They spend quality time with them to establish secure relationships and help them to feel safe and secure. However, children's individual next steps are not always effectively shared with other staff members. As a result, in the absence of the key person, other staff are not always clear how to support children's individual learning and development needs.
- Staff support children to gain their independence from a very young age. Children learn to pour their own drinks and serve their own food at snack and mealtimes. They learn to put their own coats and boots on ready to play outside. Children show high levels of motivation as they independently choose what they would like to play with. For example, children decide to set up a picnic in the room. Staff lay out a blanket on the floor and children begin to set it up with play food.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a clear understanding of how to keep children protected. The manager ensures that staff receive regular safeguarding training to help them understand how to keep children safe from harm. Staff recognise the potential signs and symptoms of abuse, including any risks associated with extreme views and behaviours. Staff are aware of the procedures to follow to share any concerns they may have about children or adults working at the nursery. Leaders follows robust recruitment procedures, and regularly checks ongoing suitability to ensure that all staff are suitable to work with children. Staff assess risks carefully and have effective systems in place to ensure that children are safe during their nursery day.

What does the setting need to do to improve?

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

- embed the improved arrangements for staff supervision, training and development to ensure consistently high-quality teaching for children
- build on existing strategies to strengthen staff knowledge of children's next steps to ensure they continue to make progress in the absence of their key person.

Setting details

Unique reference number	EY460908
Local authority	Wakefield
Inspection number	10307893
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	2 to 4
Total number of places	25
Number of children on roll	66
Name of registered person	J S C K Limited
Registered person unique reference number	RP903157
Telephone number	01977 707 587
Date of previous inspection	13 March 2018

Information about this early years setting

Oakhill Day Nursery registered in 2013 and is located in Pontefract, West Yorkshire. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday term time only. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Cowton

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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to parents 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.
- Children communicated with the inspector during the inspection.
- The inspector spoke with the manager about the leadership and management of the nursery.
- Staff spoke to the inspector during 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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