

Inspection of Medlock Day Nursery

Shree Swaminarayan Temple, 270 Lee Street, Oldham OL8 1BG

Inspection date: 31 May 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff have created a homely environment, where children feel safe and secure. Children's eagerness to explore and play fills the air of this vibrant setting. Staff are good role models and teach children about being kind. They talk to children about understanding their own emotions and teach them different ways to manage their feelings. For example, older children said that if they are feeling sad, they hug their friends to make them feel happy. Children have a strong sense of belonging and show positive attitudes towards their learning. They behave well and develop a good awareness of right and wrong.

Overall, staff provide children with a broad curriculum, which builds on what they already know and can do. Children enjoy taking part in an array of activities. They relish visits to the seaside, cinema and local park. Babies become enthralled while exploring musical instruments. They giggle with delight while looking at their reflections in low-level mirrors. Toddlers enjoy playing in water and travel to a 'magical land' while playing outdoors. Pre-school children are fascinated while learning about space. They design their own rockets and learn about the different planets. Staff support children's individuality exceptionally well. They encourage children to be proud of who they are and where they come from. Children learn about the many ways that they are unique. They talk about festivals, celebrations and cultural traditions. Children gain a good understanding of what life is like in modern Britain.

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

- The manager leads the setting with passion and dedication. She wants the best outcomes for children and she continually reflects on ways to improve the setting. For example, she has identified that children needed more support with their communication and language skills. The manager worked with external professionals to improve staff's knowledge of how to introduce new words to children during their play. Children use a wide range of vocabulary and they are confident communicators.
- In the main, leaders plan an ambitious curriculum for children. However, not all staff are aware of what leaders intend children to learn. This means that some activities are not pitched at the right level. Consequently, some children do not fully engage in their learning and they lose interest.
- Care practices are good. Staff follow hygiene routines effectively and understand how to promote children's good health. The premises are safe and suitable for childcare. Staff carry out risk assessments and they teach children how to manage risks during play. Children settle quickly, develop close friendships and understand how to be a good friend.
- Staff teach children about the importance of living a healthy lifestyle. They

provide children with healthy foods and teach them the significance of keeping hydrated. Staff encourage children to access the outdoor area and they take children on walks in the local community. However, some staff are not confident in how to best support children's physical development. For example, they do not consider how the outdoor area can be used to further promote children's large-muscle skills.

- Leaders prioritise staff well-being. They ensure that staff's workload is manageable and they talk to staff about the importance of work-life balance. Staff morale is high. They stated that working at the setting is like being part of 'one big family'.
- Leaders provide staff with supervision sessions and appraisal meetings. They have introduced new arrangements for training and coaching. However, leaders have not had enough time to fully embed these arrangements across the setting. This means that some staff do not always receive the relevant coaching and guidance to help them to improve their practice further.
- Staff support children incredibly well for their eventual move on to school. They work closely with teachers and talk to children about their new classrooms. Children excitedly spoke about the next chapter in their early education.
- The support for children with special educational needs and/or disabilities (SEND) is excellent. Leaders have robust links in place with external professionals and understand the importance of early intervention. Parents and carers are kept informed of their children's time at the setting and the progress that they make. Gaps in learning close and children with SEND make good progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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 have a clearer understanding of the intended curriculum, to better support children's engagement in learning
- support staff's knowledge and confidence in how to best support children's physical development
- refine the arrangements for coaching and mentoring of staff, to help to raise their practice further.

Setting details

Unique reference number	2768661
Local authority	Oldham
Inspection number	10349372
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 8
Total number of places	100
Number of children on roll	60
Name of registered person	Medlock Day Nursery Ltd
Registered person unique reference number	2526899
Telephone number	01615265645
Date of previous inspection	Not applicable

Information about this early years setting

Medlock Day Nursery registered in 2024. The setting is situated in Oldham, Greater Manchester. The setting opens from 7.30am to 6pm, all year round, except for bank holidays and one week at Christmas. There are 10 members of childcare staff. Of these, eight members of staff hold a qualification at level 2 and above. The setting provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Luke Heaney

Inspection activities

- This was the first routine inspection the setting 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 his evaluation of the setting.
- The inspector conducted a joint observation of an activity with the manager.
- Discussions were held with the leadership and management team.
- The inspector viewed a sample of documentation, including staff suitability checks.
- The inspector observed adult-led activities and children during their play.
- The inspector spoke with parents and carers during the inspection.
- The inspector spoke with staff and children at appropriate times 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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