

# Inspection of The New Village Nursery

9 Albert Street, Lees, OLDHAM OL4 5DG

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Inspection date: 6 January 2020

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy, secure and enjoy the time they spend at the nursery. They are well behaved and have a clear understanding of what staff expect from them. They learn how to behave in different situations, such as when they walk around the local community and sit sensibly to have meals. Children have good social skills and readily involve adults and other children in their play. They are motivated to play and learn, engage well in activities and show high levels of concentration. For example, babies eagerly explore a range of sensory materials and objects. Toddlers enjoy exploring the texture of paint as they use a range of resources to make marks. They remark on how the paint feels as they brush their hands with the paint and print on paper. Younger children confidently build their communication and language skills. For example, staff provide songs and books with repetitive phrases and rhymes to help support children's growing vocabulary. Older children learn about letters and sounds and recognise their own names. This helps to promote their literacy development.

Children develop good levels of independence, and staff help them to build confidence to manage everyday tasks for themselves. Staff follow effective hygiene routines to support children's good health. Children learn about the importance of washing their hands and explore their understanding of germs. Children enjoy nutritionally balanced meals, snacks and drinks. Babies recognise when they need to drink water and access this for themselves.

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

- The manager and staff have worked hard to successfully address the weaknesses identified at the previous inspection. This has helped to improve the quality of the provision for children. The manager provides staff with good support, guidance and coaching to help them to improve their professional skills. Recent training has helped staff to improve the arrangements for supporting children with special educational needs and/or disabilities. Staff work closely with other agencies involved in children's care and development to implement targeted plans to support their individual needs. Staff make careful adjustments to activities to ensure all children can participate.
- Staff help children to build their understanding of the world. Toddlers learn about the seasonal changes and follow instructions well as they walk daily in the community. Pre-school children investigate a collection of lenses and explore how these create different effects when they look through them. Children progress well with their literacy skills and mathematical understanding. They eagerly experiment with writing, enjoy listening to stories and use their mathematical understanding in everyday life. For example, children notice when a drink container is heavy.

- The manager monitors children's progress and development, using the information obtained from each child's key person. Staff work with parents to complete the progress check for children aged between two and three years. These positive procedures help to identify any child who is at risk of falling behind in their development. This ensures additional support is quickly put into place to help children to catch up with their peers. Managers monitor the quality of teaching and children's learning effectively. However, they do not review staff's planning of children's learning experiences as rigorously as possible. At times, staff are not clear about the learning that they expect from an activity.
- Staff help children to learn to share and take turns well. For example, they play group games, indoors and outdoors, to promote these skills. Staff join in with children's play and comment on what they do. They help children to develop positive attitudes, become confident in their own abilities and to learn how to do things for themselves. However, staff have not yet developed the outdoor area to provide a range of resources that fully promote children's skills in all areas of learning.
- The manager and staff have effective partnerships with parents. Staff engage parents well in children's learning and regularly exchange information about their achievements at home and in the setting. However, leaders do not fully include the views of parents in the self-evaluation process to help them to identify even further improvements to the setting.
- Children benefit greatly from the vast array of extra-curricular activities on offer. These include walks in the local community, football coaching, yoga sessions and visiting the library.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to safeguard and protect children. They attend safeguarding training and receive regular updates to ensure their knowledge is kept up to date. Staff can identify the possible signs of abuse and neglect. They know the procedures to follow in the event of a concern being raised. The manager follows robust recruitment and vetting procedures to ensure that all staff are suitable to work with children. Daily risk assessments are undertaken by staff to help to ensure the nursery remains a safe place in which children can play and learn.

## What does the setting need to do to improve?

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

- monitor staff's planning for children rigorously to identify where staff need to plan children's play experiences more precisely so they are clear about the learning objective of each activity

- enhance the outdoor area to incorporate further learning experiences that are rich, varied and highly stimulating for all children, particularly those who prefer to learn outdoors
- extend further the good partnerships with parents to include them more fully in the self-evaluation and to help raise the quality of the provision for children to an even higher level.

## Setting details

<b>Unique reference number</b>	EY478187
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10126844
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 10
<b>Total number of places</b>	65
<b>Number of children on roll</b>	105
<b>Name of registered person</b>	Domalo Limited
<b>Registered person unique reference number</b>	RP520735
<b>Telephone number</b>	01616288921
<b>Date of previous inspection</b>	23 September 2019

## Information about this early years setting

The New Village Nursery registered in 2014. The nursery employs 15 members of childcare staff. Of these, one holds an early years qualification at level 6, seven hold qualifications at level 3, and two hold qualifications at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Suzy Marsh

## Inspection activities

- The inspector completed a learning walk with the manager and observed the quality of teaching during activities, indoors and outside, and assessed the impact this has on children's learning.
- The inspector carried out a number of joint observations with the manager.
- The inspector observed the staff and children as they played and held discussions with them at appropriate times during the inspection.
- Parents talked to the inspector about their views of the nursery. The inspector held discussions with the manager and the provider about the leadership and management of the nursery.
- The inspector sampled documentation, including staff suitability checks and children's records.

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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