

# Oakfield Nursery School Ltd

Groby Road, Altrincham, Cheshire, WA14 1RS



<b>Inspection date</b>	9 March 2016
Previous inspection date	5 May 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Leadership is inspirational. Since the last inspection the provider and her management team have worked meticulously to continue to maintain the highest levels of quality for all children and families. Self-evaluation and action plans are sharply focused and successfully enhance all areas of the provision.
- Nurturing staff are exceptionally skilled and are extremely responsive to all children's needs. Babies are supported especially well to form strong emotional attachments with their key person. Even the youngest children demonstrate that they feel safe. All children develop high levels of self-confidence, independence and are extremely emotionally secure.
- The quality of teaching is outstanding. Well-qualified staff use their expert knowledge superbly. They provide an exceptional range of stimulating and challenging activities and experiences, to support and extend children's progress across all areas of learning. Children are highly motivated and inspired to investigate and explore.
- Partnership working is excellent. Staff work extremely closely with parents from the very beginning to observe, assess and monitor each child's stage of development.
- Staff work well with external agencies and provide excellent support for disabled children and those with special educational needs. This supports effective information sharing and continuity in all children's learning and development.
- Children behave exceptionally well and they learn to manage their own behaviour. Staff are calm and sensitive, consistent with expectations and are very positive role models. All children are extremely happy, play well together and form close relationships with staff and each other.

## What the setting needs to do to improve further

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

- review and evaluate the impact of the recent communication and language training on children's speaking and listening skills.

### Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspectors spoke to the provider, managers, staff and children at appropriate times during the inspection.
- The inspectors completed two joint observations with a manager and an early years teacher.
- The inspectors looked at relevant documentation, such as children's learning records and planning. They looked at policies and procedures, self-evaluation, action plans and checked evidence of staff qualifications and suitability.
- The inspectors took account of the views of a selection of parents through written testimonials provided prior to the inspection.

### Inspector

Layla Louise Davies/Julie S Kelly

## Inspection findings

### Effectiveness of the leadership and management is outstanding

A targeted programme for professional development supports the already highly qualified and experienced staff to further develop their skills, knowledge and existing qualifications. High-quality supervision sessions and peer observations help to identify any training needs and successfully monitor the quality of teaching. Staff attend regular training to enhance their expert knowledge and practice, including a specifically designed core curriculum delivered by the provider. This has an extremely positive impact on outcomes for children. All staff have recently received communication and language training and want to consider the impact this has on children's learning. Safeguarding is effective. All staff are extremely confident about child protection procedures. Robust recruitment procedures help to ensure that staff are suitable. This contributes towards keeping children safe.

### Quality of teaching, learning and assessment is outstanding

Teaching is sharply focused on the individual needs and interests of every child. Leaders precisely assess the progress of groups and individual children to quickly identify and address any emerging gaps in their development. Babies are content as they delight in a parachute activity. Staff support them to hold onto handles which helps their physical development. They happily sing and say hello to one another which helps their speaking skills. Toddlers learn to take some supervised risks. They balance and jump using an extensive range of outdoor equipment. This helps to develop their large muscle control and coordination. More-able children demonstrate their excellent mathematical knowledge as they talk about three dimensional shapes and confidently name nonagons and decagons. Children capably measure how tall their buildings are with a tape measure. Children's sensory development, imagination and creativity are supported extremely well. Staff support children's developing awareness of the world and help them to grow their own vegetables. Children delight in watching baby birds hatching as staff place cameras close by which are linked to the interactive white board.

### Personal development, behaviour and welfare are outstanding

Staff make excellent use of daily routines to help to promote children's independence, self-care and understanding of healthy lifestyles. Mealtimes are a truly wonderful social occasion. All children are thoroughly valued and encouraged to contribute during lively discussions about healthy foods. The support for children's emotional well-being at times of transition is meticulously planned for. Older children are superbly well prepared for school, self-motivated to learn and wear the Oakfield uniform. There is an extremely strong focus on promoting children's reading and writing skills and all staff use exciting and fun ways to promote these learning areas. Older children are also rewarded with extra responsibility as they are given the accolade of being named as the class prefect.

### Outcomes for children are outstanding

All children including disabled children and those with special educational needs and children who speak English as an additional language make excellent progress based on their individual starting points. Children develop the key skills that give them a firm foundation for later learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	EY293635
<b>Local authority</b>	Trafford
<b>Inspection number</b>	848798
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	125
<b>Number of children on roll</b>	145
<b>Name of provider</b>	Oakfield Nursery School Limited
<b>Date of previous inspection</b>	5 May 2009
<b>Telephone number</b>	0161 928 4255

Oakfield Nursery School Ltd was re-registered as a limited company in 2004. The nursery opens Monday to Friday, between 7.45am and 6.15pm, all year round, except for one week at Christmas. There are 34 members of staff. Of these, all are qualified to level 3 or above, including five staff who hold appropriate qualifications at level 6, two staff who hold qualifications at level 5, four staff who hold Qualified Teacher Status and one member of staff who holds Early Years Professional status. The nursery supports disabled children and those with special educational needs and children who speak English as an additional language. The nursery provides funded education for three- and four-year-old children.

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