

Inspection of Diggle Day Nursery and Education Centre Ltd

Huddersfield Road, Diggle, Saddleworth, Oldham OL3 5PJ

Inspection date: 9 November 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Staff create a warm, interesting and nurturing environment in which children thrive. Children enter happily, and they quickly choose play activities with their friends. Staff take the time to get to know the children well. They work in partnership with parents to identify what children know and can do, their likes and interests. Staff use this information to build an exciting curriculum. This creates the building blocks for future learning. Staff read books to children, which helps them develop a love of reading. Young children enjoy the opportunities to curl up in the book corner to read a favourite story. Older children talk about the different parts of a book, such as the roles of the author and illustrator. Furthermore, children learn that books can be used to gather information as well as reading for pleasure.

Staff are generally ambitious for children and want them to succeed. They are intuitive and know when to step in to support children. This helps children to persevere at more complex tasks. Staff have high aspirations for children's behaviour. Children behave well. They are kind and considerate to their friends and others. Children's conversations and laughter resonate throughout the nursery. Children provide encouragement when their friends are struggling to complete a task, such as fitting the large construction pieces together. Children are their friends' biggest advocates. They cheer in delight when they succeed. This successfully fosters children's confidence and self-esteem.

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

- The provider and new manager have a secure understanding of the strengths in staff practice. Staff say that they feel valued. High priority is given to staff's well-being, training and support. This means staff have the necessary skills and knowledge to fulfil their roles.
- Overall, the manager and staff have created a balanced and carefully sequenced curriculum that helps most children to succeed. However, occasionally, staff do not implement the ambitious intentions for children's learning and what they can achieve. Consequently, some children do not engage fully with the activities. This does not help them to reach their full potential.
- Staff are skilled communicators. They ask interesting questions that enable children to think and solve simple problems. Staff introduce new words, such as 'stomp,' 'brachiosaurus' and 'roar' to extend children's vocabulary. Children are confident to use these words in their play.
- Mathematics is firmly embedded into daily routines and activities. Children enjoy measuring the 'dough worms' and identify which are the 'longest', 'shortest' and 'fattest'. Staff introduce younger children to counting through songs. Consequently, children learn about number, counting and early mathematical concepts.

- Staff create an exciting outdoor curriculum that supports children's physical development. Children learn to use a range of wheeled resources. For example, they skilfully manoeuvre a cart around the outdoor area. Children learn to balance, hop and jump as they re-enact stories, such as 'We're Going on a Bear Hunt'. Babies and toddlers learn how to climb steps and come down a slide safely. This helps children to strengthen their muscles and develop coordination.
- Staff initiate activities to spark children's imagination. Children relish the opportunities to explore the toy farm. The use of breakfast cereals for hay bales and straw adds another dimension to children's play. Older children search for play insects in the leaves, confidently using a range of investigative tools to identify them. This interesting range of activities ignites children's creativity and interests.
- Staff help children to learn to stay fit and well. They carefully guide discussions at lunchtime about healthy eating and oral health. Younger children concentrate intently as they attempt to clean the yellow stains off the model teeth. This helps children develop an understanding of good health and hygiene routines.
- Staff encourage children to be as independent as possible. Children learn to put on their coats and to see to their own toileting needs. They serve themselves at lunchtime. This helps children develop the skills for the next stage in their learning.
- Staff develop effective partnerships with parents, which has a positive impact on children's learning and development. Parents say staff are, 'kind', 'caring' and 'enthusiastic'. Staff support parents to create a range of activities that they can do at home with their children. This helps to further promote children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The highest priority is given to the safety and well-being of the children and staff. Staff are well versed in child protection and safeguarding practice. This means they are able to take effective action if they have a concern about a child's or colleague's welfare. Several members of staff hold paediatric first-aid certificates. This means there are sufficient staff to manage any accidents and minor injuries. Children play in a safe and secure environment, as staff carry out regular risk assessments. Robust recruitment and vetting procedures help to ensure children are cared for by suitable people. This helps to keep children safe.

What does the setting need to do to improve?

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

- strengthen the curriculum so that it is ambitious for all children and meets their needs.

Setting details

Unique reference number	EY455670
Local authority	Oldham
Inspection number	10289233
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 4
Total number of places	98
Number of children on roll	59
Name of registered person	Diggle Day Nursery and Education Centre Ltd
Registered person unique reference number	RP532119
Telephone number	01457 877915
Date of previous inspection	16 November 2017

Information about this early years setting

Diggle Day Nursery and Education Centre Ltd registered in 2013. The nursery employs 13 members of childcare staff. Nine hold early years qualifications at level 3, two hold level 6 qualifications and one holds qualified teacher status. The nursery opens Monday to Friday, all year round. 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
Chris Scully

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, the provider and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- A joint observation was carried out by the inspector and the manager.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector spoke to the children to find out about their time at the nursery.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke to parents during the inspection and took account of their views.

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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