

# The Apple Tree Private Day Nursery

Brook Street, Oldham, OL9 0HW



## Inspection date

Previous inspection date

20 February 2015

6 March 2014

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching is not always good and too many staff do not use questions well to extend the children's understanding, or give simple explanations of what they want children to learn.
- The leader and managers do not check often enough what difference staff make to children's learning and development. They do not tell staff what they need to do to improve their teaching, and the small number of staff who do not work well are not challenged quickly enough.
- Managers do not have a clear view of the quality of the setting and also do not know how much progress children who may need specific support are making.

### It has the following strengths

- The very caring staff support children's well-being, confidence and independence effectively. Children behave well and have warm, supportive relationships with their key persons. Children are prepared well for their move to the next group.
- Parents greatly appreciate the way staff involve them in their children's learning and development and report many examples of the manager's exceptional kindness and support for families as a whole, as well as for individual children.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the overall quality of teaching and learning by: ensuring that staff plan and deliver challenging activities with clear learning intentions; improving the questioning skills of some staff, so that they check and extend children's understanding, and improving the way that some staff explain activities and model accurate speech
- improve arrangements to monitor and evaluate practice in order to: give staff detailed feedback to improve the quality of their teaching and to challenge any under-performance swiftly; enable the tracking of any groups of children at risk of falling behind and to ensure that self-evaluation includes evidence of the difference the staff are making to children's learning and development.

### Inspection activities

- The inspector observed activities in the nursery rooms and in the outdoor area.
- The inspector spoke to members of staff, children and parents and held meetings with the manager and registered person of the provision.
- The inspector carried out five short joint observations with the manager.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including safeguarding and whistleblowing policies and procedures.
- The inspector specifically tracked the impact of the setting on the learning, development and progress of two children of different ages and gender.

### Inspector

Linda McLarty

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff plan enjoyable activities in all areas of learning both indoors and outside, but some staff do not make the most of the good quality equipment and resources. The explanations of these weaker staff sometimes do not deepen children's understanding, or help children think or solve problems. Assessment is thorough, identifies the next steps in children's learning and is shared regularly with parents, who work with staff to help to prepare their children for school. Most children make expected progress and some exceed this. However, daily plans mainly describe activities and lack clear learning intentions. Consequently, some of the activities are not explained well to children. This, combined with some staff's weak questioning skills, means that some activities lack challenge, which could limit children's progress and readiness for school.

### **The contribution of the early years provision to the well-being of children is good**

This is a happy, homely and relaxed nursery where staff know the children in their key groups very well. Children are contented and secure. They copy the good manners and kind behaviour of staff. Older children learn how to keep themselves healthy in enjoyable 'movement to music' sessions and they confidently explain that they feel hot and need to drink plenty of water during exercise because their hearts are pumping blood around their bodies. Children have regular visits to different rooms in the nursery so that they are familiar with the new staff and routines when they move groups. Staff are extremely diligent about looking after children with specific health needs which protects their health and safety well and enables them to join in activities as fully as possible.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

Since taking over the business 18 months ago, the manager has prioritised supporting the staff through a period of intense change. The leader and manager have a sound and improving understanding how to meet the requirements, particularly those around welfare and safeguarding. Children are protected well because staff are clear about how to report significant concerns about children, or allegations about staff. Staff are very clear about how to implement the setting's whistle-blowing policy, which is particularly relevant in a setting where a number of staff are related. The company have invested heavily in extending and improving the building and it is an attractive, interesting environment. The manager is exceptionally caring and supportive, with good systems in place to support the well-being of staff and children. However, she does not check the quality of teaching systematically, which means that some staff are not challenged swiftly enough to improve their work with the children. This also limits how effectively self-evaluation is used to set targets to improve, and how well the manager checks the progress of groups of children who may be most at risk of falling behind in their learning.

## Setting details

<b>Unique reference number</b>	EY467490
<b>Local authority</b>	Oldham
<b>Inspection number</b>	1006531
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	34
<b>Name of provider</b>	The Apple Tree Private Day Nursery Ltd
<b>Date of previous inspection</b>	6 March 2014
<b>Telephone number</b>	01616204842

The Apple Tree Private Day Nursery was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register, although no children attend who are not in the Early Years age range. It is situated in the Chadderton area of Oldham, and is one of two nurseries owned and operated by The Apple Tree Private Day Nursery Ltd. The nursery opens Monday to Friday all year round, except for a week at Christmas and public holidays. Sessions are from 7.45am until 5pm. The nursery provides funded early education for two-, three- and four-year-old children. There 11 members of staff working directly with the children, nine of whom hold early years qualifications at level three and one at level two. The nursery also employs a cook, and the registered person has a degree in Early Childhood.

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