

# The Apple Tree Private Day Nursery

Brook Street, Oldham, OL9 0HW



<b>Inspection date</b>	9 June 2015
Previous inspection date	20 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good and at times, outstanding. Staff have a very good understanding of the learning and development requirements and how children learn best. As a result, children make consistently good progress in relation to their starting points.
- Children form exceptionally close emotional attachments with their key person. This means that their individual needs are extremely well met. Consequently, children's self-esteem, sense of belonging and feeling of security is promoted to the very highest level.
- Staff provide babies and children with a rich, stimulating and exciting learning environment, both indoors and outdoors. They benefit from a huge range of high-quality resources that effectively promote all seven areas of learning. As a result, children are interested and motivated and develop extremely positive attitudes towards learning, in readiness for school.
- The arrangements for safeguarding are well established and detailed policies and procedures are consistently implemented to ensure children's safety.

### It is not yet outstanding because:

- Staff do not always seek the very detailed information they need from parents about children's learning and development before children start at the nursery.
- Staff do not consistently provide children with opportunities to extend their learning through extensive use of the outdoor environment.

## What the setting needs to do to improve further

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

- enhance the depth of information sought from parents when children first start at the nursery to obtain a more accurate picture of children's starting points in each area of learning, in order to enrich the planning process
- maximise the use of the outdoor environment and provide further opportunities for babies and children to learn on a larger scale.

### Inspection activities

- The inspector observed children's activities in all playrooms and the outdoor environment.
- The inspector carried out a joint observation of a planned adult-led activity with the manager.
- The inspector held a meeting with the manager and talked to staff and children throughout the inspection.
- The inspector looked at various documents, including a sample of policies and procedures, children's records and evidence of the suitability and training of staff.
- The inspector discussed arrangements for self-evaluation with the manager.
- The inspector took account of the views of a small selection of parents spoken to on the day of the inspection and from written feedback questionnaires obtained by staff.

### Inspector

Julie S Kelly

## Inspection findings

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

The quality of teaching across the nursery is good, and at times outstanding. As a result, all children make consistently good progress towards the early learning goals. This includes children with special educational needs and/or disabilities and those who speak English as an additional language. The air is filled with the sound of laughter as staff and children play and learn together. Babies have a wonderful time as they sit on the floor and share books with staff and other children. Toddlers thoroughly enjoy pretending to make tea and cakes in the home corner. Pre-school children squeal with excitement, as they investigate soil, dinosaurs and insects in the small world area. Babies and children enjoy access to the outdoor environment at specified times of the day. However, as these times are somewhat restricted, children who prefer to learn outside have fewer opportunities to learn by doing things on a larger scale. Regular exchange of information about children's achievements and parents' positive contributions to children's assessments ensure that children's learning is supported at home. However, staff do not always seek the very detailed information they need from parents about children's learning on entry, in order to have a more accurate picture of children's starting points.

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

Babies and children are extremely happy, content and well-settled in the nursery. This is because they are superbly supported with the settling-in process from home and as they move from room to room. Staff give high priority to the safety of children and effectively support their growing understanding of how to keep themselves safe and healthy. Children demonstrate their understanding as they talk about food that helps their bodies grow and that they should not eat too much chocolate. Staff are excellent role models and provide clear and consistent guidance to promote positive behaviour. Consequently, children show exemplary kindness and respect to others as they share, take turns and play together in harmony.

### **The effectiveness of the leadership and management of the early years provision is good**

The manager and staff team have worked extremely hard to improve the nursery and address the actions raised at the last inspection. Rigorous monitoring of the quality of teaching and learning, together with an intense training programme, has led to a significant improvement in staff performance. For example, staff use their knowledge from training to maximum effect to promote children's communication and language skills. Staff accurately track children's progress, so that gaps in learning are quickly identified and appropriate external support is put in place, if necessary. Robust arrangements to monitor the quality of the provision and identify targets for improvement mean that the nursery continues to improve. Strong partnerships with parents, other early years settings and external professionals make a significant contribution to ensuring every child's individual needs are consistently met well.

## Setting details

<b>Unique reference number</b>	EY467490
<b>Local authority</b>	Oldham
<b>Inspection number</b>	1007538
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	37
<b>Number of children on roll</b>	49
<b>Name of provider</b>	The Apple Tree Private Day Nursery Ltd
<b>Date of previous inspection</b>	20 February 2015
<b>Telephone number</b>	01616204842

The Apple Tree Private Day Nursery was registered in 2013 and is situated in the Chadderton area of Oldham. It is one of two nurseries owned and managed by The Apple Tree Private Day Nursery Ltd. The nursery opens Monday to Friday all year round, except for a week at Christmas and bank holidays. Sessions are from 7.45am until 5pm. The nursery provides funded early education for three- and four-year-old children. There are 10 members of staff who work directly with the children. Of these, seven hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 2.

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