

# Ambrose Day Nursery

1 Ambrose Avenue, Leigh, Lancashire, WN7 5HY



## Inspection date

19 June 2015

## Previous inspection date

14 December 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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		Good	2
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

- Staff are highly qualified and demonstrate a secure knowledge of how young children learn and develop. They provide a range of activities which reflect children's interests and stages of development. As a result, children are motivated to learn, and make at least good progress from their starting points.
- Effective arrangements are in place to analyse children's assessments. This ensures any gaps in children's learning are identified and the necessary intervention is sought at the earliest stage.
- The nursery is well established within the community, with many parents returning with younger siblings. Staff keep parents well informed of their children's time at the nursery through effective communication books. Information leaflets and sharing sacks ensure that parents are able to extend children's learning at home.
- Children and staff have suburb relationships. Staff genuinely care about all the children, which fully supports their emotional well-being.
- Staff help children understand how to keep themselves safe, how their bodies work, and the importance of fresh air and exercise. Meals are healthy and nutritious and children are well supported to understand how to make healthy choices.
- The management team place high priority on ensuring all staff understand what to do if they have any concerns about a child in their care. In addition, the managers understand the procedure to follow if there is an allegation against a member of staff.

### It is not yet outstanding because:

- The manager's monitoring of the teaching practice of her staff is not always rigorous enough to move teaching from good to outstanding.
- Staff duplicate resources unnecessarily within areas of the main play space.

## What the setting needs to do to improve further

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

- extend the monitoring of staff's practice, to promote teaching that is first rate and consistent in supporting children to achieve to the highest level
- make the most of the play space available by ensuring that, areas of the provision are not duplicated unnecessarily.

### Inspection activities

- The inspector had a tour of the nursery with the deputy manager.
- The inspector observed activities and the quality of teaching inside and outside.
- The inspector looked at children's assessment records and discussed the systems for planning children's play experiences.
- The inspector carried out a joint observation with the deputy manager.
- The inspector spoke to members of staff, parents and children at appropriate times during the inspection and held meetings with the deputy manager and a member of the local authority advisory team.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the provider's procedures for self-evaluation.

### Inspector

Joanne Parrington

## 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 is good and some teaching is very good. Staff use a range of teaching strategies to support children's learning. Staff play alongside children and are skilled at supporting their communication and language development. They use questioning, explanation, repetition and commentary. Consequently, children become confident communicators, who are keen to express their ideas, thoughts and needs. Children's speaking and listening skills are supported further, by recent training staff have attended. Children delight in searching through the sand looking for hidden treasure. They support each other, encouraging them to 'look over there'. Together they count the objects they find. Staff skilfully introduce basic mathematical sums. For example, 'How many more have you got?' Children relish the challenge of working out the sum together, followed by praise from staff, which demonstrates they value children's achievements. Children are well prepared for school. Staff ensure that children develop the skills they need to be ready for their Reception year. Furthermore, through activities, events and visits, they involve parents and teachers, and support children to feel confident as they move on.

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

Staff are nurturing and clearly understand the importance of being a key person. Children flourish as they positively grow in confidence and self-esteem as they form highly secure attachments to staff. Staff are always available and close by to offer reassurance when needed. This supports younger children as they begin to explore and are motivated to try new experiences. Children's independence skills are fostered well. Children adopt good hygiene practices when washing their hands before mealtimes. They enjoy serving their own lunch and work together to tidy away their resources. Staff are positive role models and deal with children's behaviour accordingly and consistently. On the rare occasion, staff do have to intervene, they get down to children's level and talk to them calmly, explaining the importance of being kind to their friends. Parents are highly complementary of the friendly, caring staff team. They comment on how well their children are gaining skills for the future, and express their deep appreciation of the progress their children are making.

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

The management team and staff implement the requirements well. Together they demonstrate a strong commitment to offering good quality childcare. The management team are very active on a daily basis and work alongside the team. Together they review the learning experiences they offer children. Performance management systems, including supervision meetings, appraisals and observations, are in place. The manager actively encourages staff to attend relevant training courses to update their skills and knowledge. However, the monitoring of staff performance is not yet robust enough to promote first-rate teaching practice. As a result, staff do not always consider how they can utilise space and resources, or enhance their teaching so that children learn even more rapidly.

## Setting details

<b>Unique reference number</b>	EY249120
<b>Local authority</b>	Wigan
<b>Inspection number</b>	855913
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	15
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Lorraine Waywell
<b>Date of previous inspection</b>	14 December 2011
<b>Telephone number</b>	01942 895 730

Ambrose Day Nursery was registered in 2003. The nursery opens Monday to Friday, from 8am to 6pm, all year round, excluding bank holidays and one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs five members of staff including the manager; all of whom hold appropriate early years qualifications at level 3 and above.

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