

Appledore Private Day Nursery Ltd

11 Rock Street, Egerton House, Oldham, Lancashire, OL1 3US



Inspection date

7 January 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leadership is extremely strong. The manager is committed to providing the best possible standards of care and education. She provides excellent support to a well-qualified staff team, who work highly effectively together to meet children's needs.
- Parents speak highly of the staff in the setting. Parents feel very well informed about children's progress and how to support their learning at home. The manager and staff view parents as partners in their children's learning and like to involve them in all aspects of the setting.
- Staff build close relationships with key children and know them extremely well. This helps children feel confident, happy, secure and well equipped to take on new challenges in their learning.
- Children benefit from daily opportunities to be physically active and play outdoors, in all weathers. Staff help children to take some risks in their play, make independent choices and learn how to stay safe.
- Teaching is very good. Staff plan exciting activities and experiences, which engage and interest children, promote their next steps in learning and meet their individual developmental needs.

It is not yet outstanding because:

- Opportunities for parents to contribute to children's assessment information have not yet been maximised.
- Occasionally, staff ask questions in quick succession without giving children time to think and respond.

What the setting needs to do to improve further

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

- develop creative ways of involving parents in the assessments of children's learning and development
- extend opportunities for children to develop their good communication skills even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager, discussed practice and looked at relevant documentation, such as, children's records, policies and procedures, risk assessments and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector spoke to children and staff at appropriate times throughout the inspection.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is good

The manager ensures that children and their families feel welcome and valued. She has excellent relationships with parents and encourages their involvement in any way she can. Children's progress is monitored to address any gaps in learning or additional needs. The manager gathers the views of children and parents to aid development planning. Regular reviews of teaching help staff improve their practice. Staff have many opportunities to extend their already good knowledge of the Early Years Foundation Stage and how children learn. The arrangements for safeguarding are effective. Robust policies and procedures are evident in daily routines and the setting is extremely well organised, clean and free from hazards. Good recruitment systems ensure that all staff are of high quality and suitability checked. Excellent partnerships with schools, settings and other professionals are helping to improve outcomes for all children.

Quality of teaching, learning and assessment is good

Staff carry out regular observations, precise and accurate assessments of children's learning. These are used to plan for individual needs. Staff in the baby room note children's fascinations as they play and immediately provide appropriate resources to catch their attention and broaden their experiences. Adult-led activities build on prior learning and help children make sense of the world around them. Communication and language skills are generally well promoted and children become confident communicators. Staff use praise effectively to motivate children and encourage them to think for themselves, solve problems and be creative. Vibrant displays celebrate children's achievements. Staff help children develop a love of reading and books. High-quality fiction and non-fiction texts are in all areas of the setting and children access them freely. Children are well supported to engage in activities across all seven areas of learning and to develop the characteristics of effective learning.

Personal development, behaviour and welfare are good

The setting is exciting and interesting for children, who thoroughly enjoy investigating and exploring the learning spaces. Staff are highly sensitive to children's emotional states and are quick to respond to their needs. Quiet, comfortable areas are available for children to rest. Tissue stations help children learn how to deal with their own hygiene needs, which they demonstrate extremely well. Children of all ages are very well behaved. They learn to follow instructions and understand rules and routines. This is particularly evident at mealtimes when children serve themselves, taking turns and showing consideration for their peers. Staff promote children's good health very well. Balanced and nutritious meals are provided and children learn about the importance of regular exercise and fresh air. Good oral health is a focus for the setting and staff are working closely with health professionals to promote this, with excellent results.

Outcomes for children are good

All children make at least good progress in their learning and development across all seven areas of learning. Staff support children highly effectively when they start in the setting and help them to be ready for school when they move on.

Setting details

Unique reference number	EY482262
Local authority	Oldham
Inspection number	993850
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	48
Number of children on roll	41
Name of provider	Appledore Private Day Nursery Ltd
Date of previous inspection	Not applicable
Telephone number	0161 652 3074

Appledore Private Day Nursery Ltd was registered in 2014 and is situated in Oldham town centre. The nursery employs nine members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, two hold an Early Years Degree and two have Qualified Teacher Status. The nursery opens from 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.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

