

# Ambrose Nook Nursery

Prince Charlie Street, Derker, Oldham, Lancashire, OL1 4HJ



<b>Inspection date</b>	7 October 2016
Previous inspection date	11 October 2012

<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
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

- The dedicated manager leads her staff team exceptionally well. She has fostered a culture in which children and staff strive for the best. Self-evaluation is robust and improvement plans are, overall, sharply focused. The manager aspires to be outstanding and her capacity to continually improve and drive forward change is good.
- Children thoroughly enjoy their time at this busy and vibrant nursery. They show high levels of self-motivation and self-confidence during their play.
- Staff are skilful in teaching mathematics. They provide various opportunities for children to count, measure and learn about the properties of two-dimensional shapes. Children confidently count cups at snack time, discuss capacity during water play and talk about the different shapes they find hidden in the sand tray.
- The support in place for children who have special educational needs or disability is excellent. Robust intervention plans and liaison with various healthcare professionals are well established. This means that children who have special educational needs or disability make good progress across all areas of learning.
- Partnership working is a strength of the nursery. Links with the local community, primary school and external childcare professionals are robust. Parents are kept well informed of their child's time at the nursery. They receive comprehensive feedback diaries, newsletters and receive regular electronic notifications of their child's developmental progress.

### It is not yet outstanding because:

- Staff have not considered further ways for children to use the good range of technological equipment more frequently and independently in their play.
- Arrangements for professional development are not focused sufficiently on improving teaching to an outstanding level.

## What the setting needs to do to improve further

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

- increase opportunities for children to independently choose and explore how different types of technological equipment operate
- build on the current programme of professional development and raise the high-quality teaching to an outstanding level.

### Inspection activities

- The inspector viewed all areas of the setting accessed by children.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for children and spoke to staff members in the setting.
- The inspector carried out an interview with the manager and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of children and parents and carers spoken to on the day of inspection.

### Inspector

Luke Heaney

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All staff have a thorough knowledge of the possible signs, symptoms and indicators of abuse and neglect. They know the referral procedure well and understand the steps to take should they become concerned about the conduct of a colleague. Robust risk assessments are in place and all areas of the nursery are safe and secure. Staff are deployed well and they supervise children with great vigilance. Staff attend a variety of training programmes, positively impacting on outcomes for children. For example, a communication and language course has equipped staff with a greater understanding of how to support babies' early speaking and listening skills. Staff receive comprehensive support, guidance and coaching during supervision sessions and appraisal meetings. Challenging targets are set and are regularly reviewed by the manager. Complaints are dealt with very well. An investigating officer is appointed and detailed reports are produced and shared with the relevant bodies.

### Quality of teaching, learning and assessment is good

Staff have a secure understanding of child development and provide children with fun, interesting and exciting learning opportunities. Children of all ages, including those who speak English as an additional language, make good, or better, progress across all areas of learning. Children take enormous pride in their achievements and are eager to show visitors their creative work. Babies become enthralled while playing with musical instruments. Young children become excited as they dig in mud and show high levels of interest while making car models from dough. Pre-school children become fascinated while enacting roles of superheroes. They demonstrate good concentration skills as they follow simple instructions when learning how to make bread.

### Personal development, behaviour and welfare are good

Care practices are good. Key persons are allocated time to get to know children during the settling-in period. This successfully supports their physical and emotional well-being. Staff are good role models and provide children with clear, consistent and age-appropriate behavioural expectations. Children behave well and show genuine care and affection towards one another. Staff promote equal opportunities well. They teach children about differences and similarities within their local community and reinforce the values of respect, tolerance and acceptance. Staff are appropriately trained in first aid and know how to deal and respond to a number of medical emergencies. Accidents and injuries are dealt with well and detailed accounts are recorded and shared with parents.

### Outcomes for children are good

Children flourish and thrive in this high-quality nursery. Children in receipt of government funding are supported well. They receive the relevant support and intervention to help them make good progress. Children's laughter permeates throughout the nursery. Babies enjoy splashing in water. Young children excitedly play with gloop. Pre-school children show good levels of perseverance while completing jigsaw puzzles. They gain good independence skills and are well prepared for their next steps in learning and eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY272230
<b>Local authority</b>	Oldham
<b>Inspection number</b>	1059660
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 9
<b>Total number of places</b>	74
<b>Number of children on roll</b>	112
<b>Name of registered person</b>	Ambrose Nursery Ltd
<b>Registered person unique reference number</b>	RP910360
<b>Date of previous inspection</b>	11 October 2012
<b>Telephone number</b>	0161 678 8400

Ambrose Nook Nursery was registered in 2003. The nursery employs 15 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or 3. The nursery opens Monday to Friday, all year round, except for the Christmas and Easter period. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language and children who have special educational needs or disability.

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