

# Ambrose Day Nursery

1 Ambrose Avenue, Leigh, Lancashire, WN7 5HY



## Inspection date

13 June 2017

Previous inspection date

19 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- Weaknesses in the deployment of staff mean the quality of teaching is not consistently strong. High-quality teaching is regularly interrupted because staff have to stop to meet the individual needs of the children in the nursery.
- Arrangements for staff supervision are not robust enough and do not contribute to good opportunities for professional development. Training is not well focused to help staff consistently carry out key roles to good effect.
- Play materials, particularly outdoors, are not always well organised to consistently give older children good levels of challenge in order to promote their physical development.
- Systems for self-evaluation have not been rigorous enough to maintain the good quality of the setting previously achieved.

### It has the following strengths

- Secure monitoring ensures that children in need of additional support are identified quickly. Staff work closely with external agencies to help children get the support they need.
- Children enjoy a good range of freshly prepared meals and healthy snacks.
- Staff know individual children very well. The caring staff team fosters secure attachments which contribute successfully to children's emotional well-being.
- Partnerships with parents are secure. Parents say they are well informed about their child's day and are very happy with the level of care provided.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	<b>Due Date</b>
■ ensure the deployment of staff meets the individual needs of all children	30/06/2017
■ develop the programme for staff supervision and ensure there is a well-established programme of professional development, in order to coach and support staff to improve their personal effectiveness and drive continuous improvement.	30/06/2017

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

- extend the range of play materials in order to challenge and fully meet the physical development needs of older children
- implement a rigorous process for self-evaluation that uses challenging criteria in order to further improve the quality of the provision.

### 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 manager.
- The inspector held meetings with the manager and spoke to the local authority adviser.
- The inspector checked evidence of the suitability of adults working in the setting, looked at relevant documentation and discussed the setting's self-evaluation and plans for improvement.
- The inspector spoke to and took account of the views of children and parents spoken to during the inspection.

### Inspector

Vickie Halliwell

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Systems for self-evaluation are not rigorous enough to help maintain the good quality previously achieved. The manager informally supports and monitors the very small staff team on a daily basis. She ensures legal requirements are met. However, the deployment of staff, along with the very varied developmental needs of the group of children, has a negative impact on the quality of teaching. Staff sometimes have to stop what they are doing to meet the immediate needs of the youngest children or to support those who need help managing their own behaviour. All staff are well qualified. They embrace occasional training and this has further improved their ability to support children's communication and language skills; however, such opportunities are very limited. Children are effectively safeguarded. Staff are alert to indicators of possible abuse and have a satisfactory knowledge of how to respond to and report these.

### **Quality of teaching, learning and assessment requires improvement**

Staff's knowledge and ability to deliver good teaching and strong learning opportunities are not reflected consistently enough in practice. Valuable learning for some children is interrupted by the needs of others. For example, children listen enthralled as staff expertly read stories of their choice, but lose interest when staff have to pause the story to attend to other children. Staff know individual children very well and they complete regular and precise assessments of children's learning. They plan effectively for the next steps in their learning but do not fully support children in making the best progress they can.

### **Personal development, behaviour and welfare require improvement**

Children are very happy and settled, they move around confidently and enjoy their time in the nursery. Self-help skills and personal independence are very well promoted. Mealtimes are utilised as a valuable learning opportunity as older children pour their own drinks and serve their meals. All children benefit from outdoor play daily. However, at times the outdoor play space is too crowded. Furthermore, the large equipment provided offers too little challenge for older children. Staff manage unwanted behaviour quickly and effectively to help minimise disruption to children's learning. They are positive role models who support children very well as they learn to manage their behaviour.

### **Outcomes for children require improvement**

Despite weaknesses in organisation, children, including those who enter the nursery with levels of development that are less than typical for their age, make some progress. Children are developing many of the key skills they need for school. They are becoming confident learners who enjoy gaining new skills within a safe and supportive environment. They communicate confidently and are achieving personal independence.

## Setting details

<b>Unique reference number</b>	EY249120
<b>Local authority</b>	Wigan
<b>Inspection number</b>	1091596
<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 - 4
<b>Total number of places</b>	15
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Lorraine Waywell
<b>Registered person unique reference number</b>	RP903329
<b>Date of previous inspection</b>	19 June 2015
<b>Telephone number</b>	01942 895 730

Ambrose Day Nursery registered in 2003. The nursery opens Monday to Friday, from 7.45am to 5.45pm, all year round, excluding bank holidays and one week at Christmas. It provides funded early education for two-, three- and four-year-old children. The nursery employs six members of staff, including the manager. Of these, all hold appropriate early years qualifications at level 3 and above.

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