

Ambrose Day Nursery

1 Ambrose Avenue, Leigh, Lancashire, WN7 5HY



Inspection date

16 March 2018

Previous inspection date

13 June 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 manager and staff have worked hard to ensure that actions raised at the last inspection have been addressed. Thorough self-evaluation is undertaken and subsequent actions plans for improvement are precise and purposeful. Furthermore, the manager has worked enthusiastically with the local authority to bring about instrumental changes to the provision.
- The quality of teaching is good. Staff skilfully follow children's interests in play and offer further challenge to help children achieve the next steps in their learning. Good-quality resources are organised well and children are encouraged to make independent choices and lead their own play.
- Staff make accurate observations of children's learning and development. They talk knowledgeably and fondly about their key children, and are dedicated to help them engage effectively in activities and motivate them to learn. This supports children to make good progress.
- Partnerships with parents are good. Staff use an array of methods to communicate with parents, including daily diaries and regular parents' evenings. Parents are highly appreciative of staff and the care given to their children.

It is not yet outstanding because:

- Although the manager monitors the progress of individual children, methods to track the progress of different groups of children are still in their infancy.
- Occasionally, staff do not organise activities as well as possible, to help ensure all children's involvement and engagement is fully maximised.

What the setting needs to do to improve further

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

- develop the tracking of children's progress further, to include a more detailed analysis of the progress that different groups of children make
- consider the organisation and timing of some activities, to engage and motivate children fully in the learning opportunities on offer.

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. She looked at relevant documentation, such as the nursery's improvement plans and evidence of the suitability of staff working in the nursery.
- The inspector spoke to children during the inspection and took account of their views.
- The inspector took account of their written views of parents.

Inspector

Karen Cox

Inspection findings

Effectiveness of the leadership and management is good

The knowledgeable manager leads her team well and has high expectations. Staff attend regular meetings and undertake further training, including a recent course focusing on observation, planning and assessment. This has greatly improved practice and the experiences that children are provided. Good use of peer observations and supervision meetings to develop staff's knowledge and experience helps to improve practice and outcomes for children even further. Safeguarding is effective. Staff are deployed effectively and are knowledgeable about the signs and symptoms regarding child protection. They have a good understanding of how to report any concerns they may have about a child in their care. Children's individual progress is regularly monitored and any additional support is identified so that children can achieve their full potential.

Quality of teaching, learning and assessment is good

Staff promote children's mathematical development well. They encourage children to count, sort and match and introduce concepts, such as shape and size. Young children enjoy playing with bubbles and delight in filling and emptying containers as they make pretend potions. They use play dough and concentrate on rolling it to create shapes using tools to cut the dough with increasing confidence. Older children develop their hand-to-eye coordination as they thread cereal onto spaghetti. They persevere in this challenging task. Children develop their imaginative skills as they play in the home corner, cutting up real fruit and vegetables and talking with their friends about what they are going to buy at the shops. Young children show a fascination in books, while older children describe the role of the author and predict what will happen next.

Personal development, behaviour and welfare are good

Children form close attachments with staff who are good role models. They sensitively support children in their play and are kind, patient and nurturing in their approach. Flexible settling-in sessions help to assure children's high emotional well-being. Children are given praise for their efforts and achievements which helps to raise their self-esteem. They relish the roles and responsibilities they are given and enjoy helping staff. Children's behaviour is good. Staff offer clear and consistent reminders and use strategies to promote positive behaviours that are age-appropriate. Children eat healthy meals and have plentiful opportunities to be active outdoors. They enjoy using large apparatus and skilfully move their bodies as they travel across ladders and balance beams.

Outcomes for children are good

Children make good progress in readiness for their eventual move on to school. They are skilful communicators and show an ability to listen to others and take turns and share during play. Young children manage their self-care needs and are able to follow simple instructions. Older children excel in their literacy awareness as they write for a purpose. They show an impressive ability in recognising letter sounds and letter formations.

Setting details

Unique reference number	EY249120
Local authority	Wigan
Inspection number	1101385
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	15
Number of children on roll	22
Name of registered person	Lorraine Waywell
Registered person unique reference number	RP903329
Date of previous inspection	13 June 2017
Telephone number	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, three hold appropriate early years qualifications at level 3 and above.

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 2018

