

Inspection date	5 July 2019
Previous inspection date	24 November 2016

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager, together with exceptional support from the providers and staff team, works tirelessly to develop and maintain a first-rate service for all children and families. She values and acts upon the feedback from children, staff and parents. The manager actively engages in developing highly effective improvement plans to help to maintain the excellent quality of teaching and learning outcomes for all children.
- Staff make excellent use of information from observations to accurately assess children's progress. They plan activities sharply focused on children's individual interests and the next steps in their learning. For example, babies who are interested in climbing are provided with soft play ramps, cubes and slopes. This helps to significantly improve their large-muscle control and coordination. Children are highly motivated, confident and independent learners. They make rapid progress.
- Staff provide children with wonderful opportunities to explore the world around them. Children enjoy an extensive range of activities and experiences, such as outings, visits to the local care home and cultural celebrations. They learn through first-hand experiences about the life cycle of chicks and butterflies and how to look after the pet snails.
- Children develop a mature understanding of appropriate behaviour and how their actions affect the feelings of others. One example of how staff promote this, is by using the persona doll called Wilf. They talk to children about Wilf feeling sad because he has no friends and what they could do to make him feel better. Children say, 'We can be his friend'. Their behaviour is exemplary.
- Children flourish in the highly stimulating environment. They are extremely happy, settle quickly and form extremely strong attachments with their key person and all staff. Children demonstrate high levels of security and self-esteem.
- Partnerships with parents are superb. Parents are provided with a wealth of information about children's learning and development and the progress they make. They are exceptionally well supported to help support children's learning at home. This helps to promote high levels of consistency and continuity of care and education for all children.

What the setting needs to do to improve further

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

- implement the plans to enhance continuous professional development to help to drive and sustain the excellent practice and continue to have a high-level impact on the already outstanding outcomes for children.

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 spoke to staff and children at appropriate times throughout the inspection. She completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and discussed practice. She looked at relevant documentation, such as safeguarding policies and procedures, children's records and evidence of the qualifications and suitability of staff working in the nursery.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector
Julie Kelly

Inspection findings

Effectiveness of leadership and management is outstanding

The manager leads the staff team with true inspiration and admirable enthusiasm. Safeguarding is effective. Staff have an excellent knowledge of the referral procedures to follow should they have concerns about the health or welfare of a child. They are extremely vigilant regarding children's safety. Staff carry out rigorous risk assessments, which they consistently update to ensure that children stay safe. The manager monitors the progress of all children who attend, including different groups of children. This helps her to quickly identify any gaps in children's learning and seek external intervention, if necessary. The manager uses her expertise to role-model practice, coach, mentor and support staff and carries out regular supervision meetings to manage their performance. She is fully committed to supporting staff to enhance their knowledge and skills even further. The manager recognises the importance of continuous professional development to drive and sustain the already outstanding practice.

Quality of teaching, learning and assessment is outstanding

Staff provide babies with highly engaging and stimulating activities. For instance, babies have a wonderful time when they explore wooden objects, such as egg cups, balls and sensory bottles. They are fascinated when they discover that they can make sounds when they bang objects together and repeat the action several times. This helps them to learn by using their senses and promotes their small-muscle control. Children relish the time they spend outside. They excitedly look for bugs and say, 'Look I found a fly'. Children want to write 'fly' on their clipboard. Staff role-model writing and sound out the letters, 'f', 'l', 'y'. This helps to promote children's early literacy development extremely well in readiness for school. Staff are highly skilled at supporting children to develop excellent communication and language skills. For example, they babble and repeat sounds back to babies and use running commentary to describe what children are doing. Staff support children with special educational needs and/or disabilities (SEND) exceptionally well and they make substantial progress in their learning.

Personal development, behaviour and welfare are outstanding

Staff ensure that they listen carefully to children's opinions and are excellent role models, embedding respect and kindness in all interactions. Children take turns to be members of the 'children's committee' to express their thoughts on improvements that they would like to make to the nursery. They go for meetings with the manager, carrying a clipboard so that they can 'write' notes. This helps children to feel important and has an extremely positive impact on their self-esteem. Staff teach children about the importance of eating healthily and participating in regular exercise. Children's learning is further enhanced as they grow onions, carrots, peas and herbs in the nursery garden.

Outcomes for children are outstanding

All children make rapid progress. This includes children with SEND and children who speak English as an additional language. Some children achieve beyond expected levels of development for their age in some areas of learning. Children are exceptionally well prepared with the skills they need in readiness for school.

Setting details

Unique reference number	EY479558
Local authority	Oldham
Inspection number	10114181
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	109
Number of children on roll	128
Name of registered person	Saddleworth Nursery Ltd
Registered person unique reference number	RP533818
Date of previous inspection	24 November 2016
Telephone number	01457874553

Saddleworth Stars registered in 2014. The nursery employs 18 members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 6, 13 staff hold qualifications at level 3 and one member of staff holds a qualification at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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