

Inspection of Appledore Nursery And Forest School Moorside

130 Haven Lane, Oldham, Lancashire OL4 2QQ

Inspection date: 28 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The children arrive at the nursery eager to learn. They separate from their parents with ease because they receive a warm welcome from the kind, friendly staff. This helps children feel safe in the nursery environment. There is a buzz of excitement as children eagerly join their friends on the carpet, ready for the good morning song. Children have strong relationships with staff; they invite them to join in their child-initiated play. For example, during role play, they call staff saying 'your food is ready', and giggle with delight when they inform staff 'you are not big enough', after measuring them with the tape measure.

Staff plan and provide a stimulating environment and have high expectations for children. Consequently, children quickly engage in the experiences on offer and show a positive attitude to learning. They benefit from many opportunities to develop their independence, social skills and language in readiness for school. They show a can-do attitude. For example, at lunchtime, children wash their hands, carry plates and cups, and use the serving utensils confidently to serve their own food. As a result, all children, including those in receipt of additional funding, are gaining the skills they need for their next stage of their education.

As a result of the COVID-19 pandemic, leaders noticed that children needed more support to develop their physical, communication and social skills. Planned interventions have been made, for example weekly exercise sessions, including football and yoga. Alongside this, children attend forest school sessions twice a week. Consequently, children make good progress across the seven areas of learning and development.

What does the early years setting do well and what does it need to do better?

- The nominated individual was unaware of her responsibility to notify Ofsted of the change of manager to the setting. This has resulted in a breach of the early years foundation stage requirements. However, due to safer recruitment checks being adhered to, this does not impact on the children or the quality of the practice at the setting.
- Children are confident communicators. They talk to each other and adults, explaining what they are doing and what they are going to do next. Staff model language well, introducing younger children to new words when playing in water, such as 'scoop', 'juicy' and 'segments'. Children repeat the new words as they squeeze the fruit in fascination. As a result, they are extending their vocabulary.
- Children are inquisitive learners. They confidently recall what they know about birds and are excited to hear that the eggs they found in the garden hatched overnight. Children are considerate of the chicks and understand the need to be

gentle and not scare them. They explore their environment inside and outside, with enthusiasm.

- Staff implement a broad and balanced curriculum and sequence children's learning well. For example, in the art studio, children eagerly experiment with different resources during mark making. They maintain concentration and produce some excellent work. However, where children's interests move away from the planned activity, staff are less effective in providing these children with support. Therefore, children become distracted and are not fully engaged in their learning.
- The behaviour of the children is very good. They are respectful of each other and the staff. During a painting activity, children share the resources with their friends, saying 'there you go' and 'what colour would you like?' They are aware of the rules of the setting and follow instructions well.
- Children's physical health is promoted through nutritious food, regular fresh air and exercise. Children thoroughly enjoy playing outside and have great fun playing alongside staff. They chuckle loudly as staff catch them during a chasing game.
- Children show concentration and determination as they climb and balance on a row of tyres. Staff encourage them to take appropriate risks, saying 'have a go, you can do it'. As a result, children become more confident and develop resilience.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good knowledge and understanding of safeguarding. The designated safeguarding lead understands her role and responsibilities in keeping children safe. Staff can accurately identify the possible signs that children may be at risk of harm. They know the procedures to follow if they have concerns about children's welfare. Staff complete regular risk assessments of the indoor and outdoor environment to keep children safe.

What does the setting need to do to improve?

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

- respond to changes in children's interests and engagement during activities to support and promote children's learning even further.

Setting details

Unique reference number	EY557680
Local authority	Oldham
Inspection number	10175076
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	32
Name of registered person	Appledore Private Day Nursery Ltd
Registered person unique reference number	RP534041
Telephone number	01617859084
Date of previous inspection	Not applicable

Information about this early years setting

Appledore Nursery and Forest School Moorside registered in March 2018. It is situated in Moorside, Oldham. The nursery employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, three hold level 3 qualifications and one staff member holds a level 2 qualification. The nursery opens Monday to Friday, term time only, from 8am to 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachelle Pole

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector completed a learning walk with the manager to discuss the curriculum intent and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff spoke to the inspector during the inspection.
- The inspector spoke to the children, to find out about their time at the setting.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to the manager and the provider throughout the inspection to keep them updated as the inspection progressed.

We carried out this inspection 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.

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