

Inspection of Ambrose Nook Nursery

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

Inspection date: 24 August 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children thrive in this bright and inviting nursery. They build strong bonds with the supportive staff, who have high expectations for them. Relationships between staff and babies are nurturing and receptive and all children form secure attachments. Children demonstrate a good understanding of the daily routines. For instance, they prepare for lunch by setting the table with a tablecloth, plant pot and cutlery and take turns pouring their own drinks and sharing garlic bread. Staff are positive role models and provide children with clear and consistent messages. Therefore, children behave very well and are thoughtful and caring towards their friends.

Staff deliver a suitably challenging curriculum that supports all children, including those with special educational needs and/or disabilities. The manager acts with integrity in using the funding the nursery receives and goes beyond this to provide personalised support to those children that need it the most. All children make good progress relative to their starting points.

Children relish their time outside and demonstrate good physical dexterity as they balance on wooden beams and navigate obstacles as they ride balance bikes. Staff teach children to take appropriate risks and challenges as they play, building their confidence and self-esteem. Children enjoy opportunities to gain real-life experiences. For example, the children delight in feeding and caring for the nursery pet rabbits. This encourages them to be responsible and gives them a sense of purpose and belonging.

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

- Leaders are committed to providing a high standard of care and education for children in the local community. Partnership working is a strength of the nursery and the well-established links with various external professionals ensure all children receive the relevant support and intervention to help them thrive.
- Staff attend a variety of training programmes, positively impacting on outcomes for children. For example, recent training in early years mathematics has equipped staff with a greater understanding of how to support children's development of number, shape and pattern. This has been embedded throughout the nursery and all children are making good progress.
- Children develop a love of books as they listen to familiar stories. Staff are engaging and encourage the children to think about what comes next. For instance, when reading 'The Gruffalo', the children squeal in excitement when they guess correctly that it is time for scrambled snake.
- Staff are creative and plan activities that follow children's interests. Children take pride in their achievements and are eager to show visitors what they can do. However, occasionally, staff do not always enhance their practice to support all

children to remain fully engaged and consistently challenged.

- Children are kind and thoughtful. They are becoming active members of the local community. Children eagerly await their visits to the local shop, post office and park. This helps children to develop confidence and a growing understanding of what makes them unique, promoting respect for different people.
- Staff support children to learn about some of the ways to live healthy lifestyles. For example, they enhance the continuous provision with fresh fruit and vegetables and incorporate real-life experiences into children's play. However, these messages are not consistently applied. For example, at times, some children have bottles of juice and unhealthy snacks. Therefore, staff are not always supporting children to understand about healthy food choices and good oral health.
- Parents speak highly about the nursery and comment on the progress their children have made. They express their gratitude for how much staff have helped them develop as parents and the constant support they provide to families. Staff include parents in all aspects of their children's learning and conduct home visits to ease the settling process. Children are well supported during transition into the nursery and in their move on to school.
- The leadership and management of this nursery are good. Self-evaluation is reflective and accurately identifies areas for improvement. Leaders place a strong emphasis on targeted training and recognise that this has a big impact on children's learning and development. Staff comment that the setting 'is like one big family' and that they feel well supported in their roles.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of how to recognise possible signs that a child may be at risk of harm. All staff have completed safeguarding training and fully understand their responsibilities. They know the procedure for recording and reporting child protection concerns and are confident to implement this if necessary. They keep children under their close supervision, reminding them about how to keep themselves safe. Robust recruitment arrangements ensure that all staff are suitable to work with children and the premises are safe and secure.

What does the setting need to do to improve?

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

- encourage staff to further enhance their practice to help all children remain fully engaged and consistently challenged in activities
- support staff to consistently help children to understand about healthy food choices and the importance of oral health.

Setting details

Unique reference number	EY272230
Local authority	Oldham
Inspection number	10233636
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	74
Number of children on roll	51
Name of registered person	Ambrose Nursery Ltd
Registered person unique reference number	RP910360
Telephone number	0161 678 8400
Date of previous inspection	7 October 2016

Information about this early years setting

Ambrose Nook Nursery registered in 2003. The nursery employs 14 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, two hold level 5 qualifications, one holds a level 6 qualification, one is unqualified and two members of staff are completing childcare apprenticeships. The nursery opens Monday to Friday, all year round, except for the Christmas and Easter periods. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marianne McDowell

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager and inspector completed a learning walk together across all areas of the nursery and discussed the early years curriculum.
- The inspector carried out a joint observation with the deputy manager and discussed the impact of teaching on children's learning.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspector looked at a sample of relevant records and documentation, including evidence of staff suitability and training.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact on children's learning and development.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022