

# Inspection of Simon House Nursery and Pre-School

Simon House Nursery & Pre School, 896 Ashton Road, Oldham OL8 3HT

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Inspection date: 21 October 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Leaders and managers are exceptionally dedicated in their quest to provide children with rich experiences of the highest quality that they might not normally encounter. Children take part in extra-curricular activities, such as swimming lessons and music sessions led by experts. Lunchtimes are special, social occasions. The provider is committed to providing all children with a restaurant-quality dining experience every day. For example, meals are supplied by an award-winning caterer and classical music is played in the background as children enjoy their meals. This passion and drive exists for every child in every room.

The leaders have high expectations for all children. They proactively reach out to partner agencies to get the right support and strategies they need to prepare all children for future success. Younger children demonstrate their happiness as they toddle purposefully around the room. They move freely in the well-designed, safe space. There is an atmosphere of tranquillity. Babies hold hands and face each other as they dance together in 'baby ballroom' activities. They smile and giggle with glee and excitement. Staff encourage them with singing and facial gestures. This develops their social skills and physical development. Older children show daring, confidence and high levels of self-esteem as they perform on their own in the centre of the circle during their weekly dance session. They jump, clap and balance to the cheering of everyone. Children's behaviour is excellent. Children of all ages show extremely high levels of engagement. They have an intense focus as they concentrate on 'The Gruffalo' story. Highly skilled staff use a range of textures, objects and natural materials to bring the story to life, which ignites and sustains children's interest.

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

- Support for children's developing language is exceptional across the nursery. Staff understand the importance of their role in providing a model for language. For example, they are encouraged to correct each other kindly if they hear a colleague speak with incorrect grammar. They speak clearly and give children time to respond. They use sign language to further extend early communication skills. Books and singing are weaved seamlessly through the rhythm of the day. This high level of support in language and literacy helps children to become strong communicators regardless of their starting points.
- Staff use tools very effectively to support the assessment process. They can pinpoint any gaps in learning that may delay speech and language development. They plan highly effective interventions and share targets with parents. This laser-like accuracy and continuity at home helps children to catch up and make rapid progress.
- The special educational needs coordinator is relentless in her drive to secure the

very best specialist support for children who need it. She is not afraid to challenge partner agencies and question their decisions, such as if she feels family support is withdrawn too early or when a change in the referral process prevents children from seeing a health professional at an early stage. This determination helps children to continue to achieve the very best outcomes and make outstanding progress.

- Leaders go above and beyond to extend parent partnerships. For example, the nursery holds events, such as the recent 'family festival'. Parents can meet health visitors and early years professionals. This helps parents to support their children at home more effectively. The nursery plans for children's learning in a true partnership with their parents. They listen and respond to children's interests at home and work together to plan enjoyable experiences both in and beyond the setting. This consistency helps children to enjoy their learning and make excellent progress.
- Leaders and managers make huge efforts to involve children in decision-making to promote their personal development. They consult with children about their learning environment. As a result, the construction area was moved to a larger space so that children could make their 'towers taller'. This supports children to take turns in conversation, express their ideas and listen to others. Children can see their ideas come to life. This prepares them well for their future education and as citizens in modern Britain.
- Leaders have created a great spirit of teamwork and a culture of self-awareness and improvement within the nursery. Weekly learning walks by the manager help to identify training needs. New staff inductions go beyond a focus on policy and procedure. They also identify areas of staff development at an early stage so that training can be offered, such as shadowing a more established staff member. As a result, the manager has a detailed knowledge of the strengths of her team. Staff are highly skilled in their practice due to the many opportunities for ongoing professional development available to them.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders insist that all staff complete safeguarding training to a higher level. This demonstrates the leaders' full commitment to safeguarding children. The manager uses toolkits effectively to help her assess levels of need. This evidence supports her in the referral process and helps families to receive prompt support of the right kind. Staff have a good knowledge and understanding of the nursery's whistle-blowing policy and fully understand the correct procedures for recording concerns and spotting signs of abuse. Children learn how to keep themselves safe. For example, there are lots of stairs and steps in the building; children know that only six children should travel on the stairs at any time. They wait patiently, understanding the safety rules. Younger children walk carefully, holding hands, as they exit the stairs to the outdoor space. They hold the handrail and tell each other to 'hold on'.

## Setting details

<b>Unique reference number</b>	2602519
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10251598
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	100
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	Education at Early Years Limited
<b>Registered person unique reference number</b>	2602518
<b>Telephone number</b>	01614250830
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Simon House Nursery and Pre-School re-registered in 2020. It is located in Oldham, Lancashire. The nursery employs 14 members of childcare staff, including the provider. Of these, three have qualified teacher status, one holds an early years qualification at level 5, six hold level 3 qualifications and two hold level 2. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rachel McHugh

## 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 of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.

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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