

Inspection of The Apple Tree Private Day Nursery

11 Howarth Cross Street, ROCHDALE, Lancashire OL16 2PB

Inspection date: 9 November 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 Outstanding

What is it like to attend this early years setting?

The provision is good

The manager is a passionate and committed leader. A whole-family approach is at the heart of this setting. Children are happy, safe and secure. They develop close bonds with staff very quickly after a carefully planned transition period. Parents feel reassured and confident when they drop their children off for the first time. They say, 'it was like leaving my child with someone I already knew.'

Staff have high expectations for all children. They confidently navigate the well-designed, inviting spaces. Younger children are extremely focused as they explore a range of textures, materials and farm animals. They use all their senses to touch and taste the objects. They listen attentively to the sounds of the farm and begin to make connections about the world. Older children make decisions about what they would like to play with outside. Staff listen and respond to their ideas. They plan stimulating activities, which capture their imagination. They role play 'fixing' bikes with tools and make tea in the silver teapot, which stimulates their curiosity. Children enhance their learning with trips and visits in the local community. Stories such as 'Owl Babies' are brought to life when owls and their keeper visit the nursery. Children see the owls up close and watch them fly. This exciting, interactive experience helps children immerse themselves in the natural world.

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

- The nursery is a language-rich environment. Staff are highly skilled and rooms are well planned to support children's speech and language. For example, younger children explore the 'Objects Table' to encourage single words. They sing and sign to support early communication. Older children use props such as 'story spoons' to encourage talking and thinking skills. This helps children make very good progress in communication and language.
- Assessment is continual and provides high levels of accuracy. This helps to support staff in identifying children's next steps in learning. However, this is not consistent across the nursery. There are gaps in the knowledge of staff teaching phonics, particularly in the pre-school room. This means that appropriate next steps in learning are not always identified clearly and the foundations for early reading are less secure.
- The manager pursues the best outcomes for children with special educational needs or developmental delays. Additional funding is spent with integrity to directly support children's learning and development and offer new experiences. Staff are quick to identify any concerns. They discuss them with parents and refer children promptly. As a result of this partnership, children make very good progress right from the start.
- The manager has a clear vision of preparing children for school. For example, the nursery run an 'admissions workshop' every year. The manager invites local

schools and they talk to parents about what to expect. This partnership helps children and families to move on to the next stage of their education with confidence.

- The manager promotes a culture of diversity and equality. The nursery provides an inclusive environment, where different cultures and religious beliefs are valued and supported. Children see images of themselves and their families in home-made family books in their rooms. This gives children a sense of belonging and the opportunity to talk about what makes them unique.
- Children's personal development is very well promoted. Lunchtimes are social occasions, where children enjoy healthy and nutritious meals. They develop social skills with their friends and adults, who sit and eat with them. They visit places such as the food bank. They donate food and drop it off. They begin to learn about helping and caring for others in their community. This prepares children well for life in modern Britain.
- The manager has effective systems in place to support the development of her staff team and to check on their well-being. For example, she uses peer observations and regular appraisals to discuss and improve the quality of teaching and learning. She encourages staff to take responsibility for their own training needs. This helps to enhance staff's professional development and raise the quality of the provision.

Safeguarding

The arrangements for safeguarding are effective.

Regular training and updates help staff to recognise and manage signs of abuse effectively. The manager uses a 'question of the week', which encourages staff to think and talk about their answers. Case studies are examined to further develop staff knowledge and understanding of effective safeguarding practice. Outings and premises have robust risk assessments in place. Children learn about road safety and why they use subways to avoid busy traffic. The managers has checks in place to ensure staff implement the mobile phone policy effectively. The manager and staff team are aware of local safeguarding issues in Rochdale. As a result, they are particularly alert to more prevalent issues in their local community and how to deal with them.

What does the setting need to do to improve?

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

- support staff to extend their knowledge in the teaching of phonics, particularly with older children, to lay firm foundations for early reading in the next phase of children's education.

Setting details

Unique reference number	EY438661
Local authority	Rochdale
Inspection number	10235619
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	1 to 4
Total number of places	72
Number of children on roll	65
Name of registered person	The Apple Tree Private Day Nursery Ltd
Registered person unique reference number	RP904139
Telephone number	01706 633 431
Date of previous inspection	25 January 2017

Information about this early years setting

The Apple Tree Private Day Nursery registered in 2012 and is privately owned. The nursery employs 16 members of staff who work with the children. Of these, one holds qualified teacher status, one holds an appropriate early years qualification at level 6 and one holds an appropriate early years qualification at level 5. There are four members of staff who hold an appropriate early years qualification at level 4 and eleven who hold an appropriate early years qualification at level 3. It opens from 8am until 5pm Monday to Friday all year round, except for bank holidays and one week at Christmas.

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.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.

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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