

Appledore Private Day Nursery Ltd

11 Rock Street, Egerton House, Oldham, Lancashire OL1 3US



Inspection date	19 February 2019
Previous inspection date	7 January 2016

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
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 well-qualified manager and staff team have worked extremely hard to improve the quality of the nursery since the previous inspection. They have addressed the recommendations raised and enhanced many other aspects of practice.
- The experienced and dedicated manager is highly committed to improving children's outcomes. Training and continuous professional development opportunities for staff are sharply focused on helping to raise the quality of teaching throughout the nursery.
- Staff plan exceptionally well for all children and assess their progress thoroughly, which helps them to plan highly challenging and extremely stimulating activities. Children are highly motivated and extremely confident learners. They make rapid progress in relation to their starting points.
- Children flourish in this outstanding nursery. They are extremely happy and well settled. The key-person system is exceptionally effective and well established. Children make remarkably close relationships with staff and demonstrate high levels of emotional security. Babies develop strong bonds with their key person. Children's well-being is superbly supported by extremely sensitive, caring and nurturing staff.
- 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.
- The manager makes excellent use of additional funding to maximise learning outcomes for children. Staff work highly effectively with external professionals to ensure that they quickly identify and meet children's needs. Exceptionally well-targeted and intensive support for children with special educational needs and/or disabilities (SEND) helps them to make very substantial progress in their learning.

What the setting needs to do to improve further

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

- implement the exciting plans to enhance the already excellent outdoor provision to further support the all-round learning of babies and children who learn best outdoors.

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 talked to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation of a planned adult-led activity with the manager.
- The inspector held a meeting with the manager. 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

Safeguarding is effective. Staff have an excellent knowledge and understanding of the referral procedures to follow should they have concerns about the health or welfare of a child. Safeguarding is given the highest priority and underpins daily practice. The manager monitors the progress of all children who attend to maximum effect. This helps her to quickly identify any gaps in children's development and seek external support, if needed. Staff have high expectations of all children and they are exceptionally well supported to make the best progress possible. The achievement gap is narrowing rapidly. The manager uses her expertise and extensive knowledge to role model practice, coach, mentor and support staff and carries out regular supervision meetings to manage their performance. Self-evaluation is exemplary, highly accurate and intently focused on improving the outcomes for children even further. For example, the manager identified that children's physical skills were lower than other areas of learning. Following this, the manager introduced a weekly physical development programme delivered by an external professional. This has had an extremely positive impact on improving children's large-muscle skills, coordination and core strength. Staff, parents and children are fully involved in this constant reflective practice. The manager has set ambitious goals for ongoing improvement and recognises that they could provide even greater challenges for children who prefer to learn outdoors.

Quality of teaching, learning and assessment is outstanding

Staff provide children with highly engaging and stimulating activities. For instance, babies are extremely enthusiastic and motivated when they explore flour with their hands and fingers. Older children relish activities such as making dough and popcorn. They listen to stories attentively and join in with repeated phrases, such as 'There's a shark in the park', with great enthusiasm. This makes a significant contribution to the excellent development of their communication and language and early literacy skills in readiness for school. Staff provide numerous opportunities for children to develop an excellent understanding of the world around them. For example, forest school trained staff take children outdoors each day for specialist sessions where children explore and use the natural environment.

Personal development, behaviour and welfare are outstanding

Staff are excellent role models and provide clear and consistent boundaries to teach children right from wrong. Children learn to respect each other, behave appropriately and work together in harmony. They are exceptionally well mannered and are kind and helpful towards staff and each other. Staff teach children about the importance of eating healthily and participating in regular exercise.

Outcomes for children are outstanding

All children make rapid progress. This includes children whose starting points are below expected levels of development that are typical for their age. Children demonstrate an excellent understanding of how to keep themselves safe. For example, they learn how to use loppers, bow saws and mallets safely when taking part in forest school activities.

Setting details

Unique reference number	EY482262
Local authority	Oldham
Inspection number	10076298
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	0 - 9
Total number of places	72
Number of children on roll	90
Name of registered person	Appledore Private Day Nursery Ltd
Registered person unique reference number	RP534041
Date of previous inspection	7 January 2016
Telephone number	0161 652 3074

Appledore Private Day Nursery Ltd registered in 2014. The nursery employs 19 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one holds a qualification at level 5 and 14 hold a qualification at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

