

# Saddleworth Nursery

Inspection report for early years provision

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**Unique reference number** 508033  
**Inspection date** 29/03/2011  
**Inspector** Susan Elaine Heap

**Setting address** 1193 Huddersfield Road, Scouthead, Oldham, Lancashire,  
OL4 4AG

**Telephone number** 01457 874553

**Email**

**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

Saddleworth Nursery was registered 1988. It is privately owned and operates from two rooms from a converted school building in Scouthead, Oldham. There is a fully enclosed outdoor play area. The nursery is open Monday to Friday from 8.10am to 5.30pm all year round except for Bank Holidays and two weeks at Christmas. The nursery supports children with special educational needs and/or disabilities.

It is registered on the Early Years Register. A maximum of 50 children in the early years age range may attend at any one time. There are currently 42 children on roll. This includes a number of three-and four-year-old children who are in receipt of nursery education funding.

There are nine permanent staff members who work directly with children and, of these, eight hold relevant childcare qualifications at Level 3. The deputy has Level 5 qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge of the Early Years Foundation Stage and, overall, children's individual needs are met very well. Children are very happy and settled in their environment, enjoying a wide range of activities to promote all areas of learning. Positive relationships are established with parents, carers and other professionals to ensure continuity. This means that the developmental needs of each child who attends are met effectively which promotes inclusive practice. Exceptionally high emphasis is given to promoting children's social and emotional well-being. Systems to monitor and evaluate practice and identify areas for improvements are realistic and have a positive influence on outcomes for children.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop ways of encouraging parents to share their observations of their children's activities and interests to help inform future planning for their individual needs
- develop the observation, assessment and planning systems to ensure that the staff team are fully confident in its delivery and to ensure each child's next steps in their learning and development are identified and met.

## **The effectiveness of leadership and management of the early years provision**

Staff have a good knowledge of how to safeguard children and the procedures to follow should they have any concerns about a child in their care. All staff have an enhanced Criminal Records Bureau Disclosure to ensure that they are suitable to have regular contact with children. Systems are in place to monitor visitors to the setting and ensure that relevant identification is produced before being permitted entry. Policies and procedures are effective to ensure children's welfare is promoted and these are shared with parents. Risk assessments are regularly completed and staff are proactive in taking appropriate action to ensure that any potential hazards are minimised, ensuring children's safety at all times.

All necessary consents are obtained regarding children's care. Staff are appropriately trained, skilled and work well together to share knowledge, helping to improve outcomes for children. The setting continually strives for improvement and has high aspirations for the quality of care and learning it provides for children. Staff recognise the importance of continuous improvement and the impact this has for children's learning and development. Both recommendations made at the last inspection have been completed and improved outcomes for children.

Staff are well deployed and support children effectively so that each child makes good progress towards the early learning goals. Rooms are well organised so that children have sufficient space to move around freely and children make effective use of the space. Resources are easily accessible so that children can select independently and initiate their own play if they choose. Staff work very well with other professionals and parents in order to support children and meet their individual needs. In addition, notice boards, newsletters, and daily communication with parents provide further opportunities for a two-way exchange of information. An effective key person system develops a strong bond with parents and children, helping to forge close and trusting relationships.

## **The quality and standards of the early years provision and outcomes for children**

Children are provided with freshly prepared nutritious meals and snacks which entice children's taste buds. They relish their food and often ask for second or third helpings. Mealtimes are social occasions where children sit together and eat with the staff and have lots of discussion. Children have lots of opportunities to enjoy physical exercise and fresh air on a daily basis. They move with control and co-ordination as they take part in music and movement activities, enthusiastically marching up and down in time to the music. They walk with confidence and safely as they move in a line from the indoor to the outdoor environment. They enjoy following the pathways cut into the grass on the hillside or sit quietly in a small group listening to stories enjoying the fresh air. Younger children play co-operatively together as they climb aboard the foam blocks or turtle. They show

care and consideration for others as they carefully remove their shoes before climbing so they do not harm anyone.

Children's starting points are initially established through discussions with their parents and staff build on this knowledge. They regularly undertake both planned and spontaneous observations to assess children's progress and plan a range of activities to meet individual children's needs. Staff are sensitive to the individual development of each child. Learning journeys have recently been reviewed and implemented. It is recognised these are in the early stages of development and do not currently include parents observations or comments of their children's interests. However, staff know the children very well and are strongly aware of their interests so that they can plan motivating learning experiences for each child. The staff engage with children positively and have many interesting conversations, which help to develop children's vocabulary whilst consolidating their knowledge and understanding. For example, while emptying and refilling the water tray, they use mathematical language as they talk about the bucket being half-full or more and less. Children use programmable toys to support their learning and they confidently build and construct with a range of objects, such as bricks and recycled materials to complete their designs. They show interest and explore and investigate as they look at themselves in mirrors or make sounds with musical instruments.

Staff observe and provide support if asked or needed. They value and recognise children's achievements. For example, children's completed art work and models are displayed around the rooms. Less confident children or those new to the setting receive lots of reassurance and encouragement to explore their surroundings. A member of staff is always ready to give a cuddle or hold a hand at these times. Exceptional attention is given to children's emotional and social development which staff believe is a secure base from which to establish children's learning. As a result, children are happy, secure and settled and eager to play and learn. Children's behaviour is exemplary because staff implement behaviour management strategies consistently so that children are aware of boundaries. Children show an excellent awareness of responsibility in the nursery. They help set the tables at lunch time and show respect for each other, the toys and equipment. For example, they put resources back when they have finished playing with them, or pick them up off the floor, which means that any tripping hazards are minimised. As result, children learn about safety through daily routines and activities. Visits and talks from the community police officers help to develop and consolidate their understanding of how to keep themselves safe.

Children are encouraged to develop their personal interests, pursuing their own ideas and using their imagination. For example, children who have formed firm friendships enjoy reading and listening to stories together, particularly in the large comfy chair in the book corner. Quite often they use their imaginations and make up their own stories as they play in the role play area or dress up as a fireman for the day.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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