

# Baytree Park Private Day Nursery

Joshua Lane, Middleton Junction, Middleton, Manchester, M24 2AZ



<b>Inspection date</b>	26 April 2016
Previous inspection date	11 June 2015

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Parents give many moving examples of how staff support their children's care, learning, development and emotional well-being. They receive regular and accurate progress reports to help them build on their children's learning in the home.
- Good teaching helps children make good progress. Information from assessment is used well to plan children's next steps in their learning. Children are well-prepared for the move to their next group, and leave the nursery ready to make the most of school.
- The leaders know the strengths and weaknesses of the setting well and have significantly improved the nursery since the last inspection. They now meet the legal requirements, and have high expectations and precise plans for further improvements.
- Children enjoy healthy home-cooked food and all ages have daily opportunities to enjoy fresh air and develop their physical skills in outdoor play. They behave well.

### It is not yet outstanding because:

- Leaders are still getting to grips with the new system they have introduced to help them measure and compare outcomes for children from different groups. They are not yet able to show how well they are narrowing any gaps, for example, between children who receive additional funding to help them catch up and those who don't.
- At times, some less experienced staff do not maintain the calm learning environment typical of the rest of the nursery, which occasionally makes it difficult for children to listen carefully or concentrate.

## What the setting needs to do to improve further

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

- continue to use the supervision arrangements to challenge and support staff to consistently maintain a calm learning environment to aid children's listening skills and concentration
- continue to develop the use of systems to measure and compare the progress children are making, in order to clearly show the extent to which staff are narrowing the achievement gap between different groups of children.

### Inspection activities

- Her Majesty's Inspector (HMI) viewed all areas of the premises used by children, including the outdoor areas.
- HMI held meetings with the manager and discussed their evaluation of the setting. She also spoke with parents, staff and children at appropriate times throughout the inspection.
- HMI observed practice and carried out five joint observations with the manager.
- HMI reviewed evidence of staff's suitability, and their qualifications and training records. HMI also looked at a sample of records linked to the supervision process, complaints, accidents and incidents.
- HMI sampled a selection of planning documents and children's assessments, including some two-year-old progress checks. She also reviewed a broad sample of policies and procedures, including those supporting safeguarding and internet safety.

### Inspector

Linda McLarty HMI

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders regularly check the quality and impact of teaching and tackle any under-performance rigorously. They set precise targets to help staff improve. For example, staff who sometimes speak too loudly are challenged to speak more quietly and to reduce background noise. Supervision is also used well to identify training courses which enhance staff's qualifications. Staff in nearby schools confirm the accuracy of the nursery assessments. When necessary staff work closely with external professionals such as speech and language therapists to support children with specific needs. Safeguarding is effective. Staff have up-to-date knowledge of the risks to children and they know how to refer any concerns they may have about children or the adults working with them. This helps to protect children. The team share high expectations for what children can achieve.

### Quality of teaching, learning and assessment is good

Staff provide stimulating activities which build on children's interests. As a result, children are becoming confident, keen learners who make progress in all areas of learning. Young babies explore fascinating 'treasure baskets'. When they show particular interest in something staff enhance this by singing related nursery rhymes, and the babies clap with delight. During a card matching activity about different birds, two-year-olds recognised many of the birds, recalling that woodpeckers drill holes in trees. Older children's understanding of shape and size is developed well, for example when they sort triangles by size. They learn the correct mathematical language to describe position as they complete jigsaws; or race one another on tricycles. Children learn to care for living things as they plant sunflowers and potatoes and watch newly-hatched chicks. They learn about the needs and views of others in the wider community in topics about festivals such as Eid, Chinese New Year and Easter.

### Personal development, behaviour and welfare are good

Children are very confident to initiate activities, and are developing good skills and attitudes in readiness for the move to the next group and to school. Older children independently help their friends to fasten their coats for outdoor play. Staff are skilled at using naturally occurring opportunities to help children learn about keeping themselves safe. For example, staff help babies to stay safe as they learn to walk. Pre-school children use tricycles very confidently on the track outside, where staff teach them about road safety. Children can talk confidently about how to stop, look and listen before crossing the road. Children share and take turns well. Staff and children are very fond of one another, and this helps to develop a sense of belonging, well-being and self-esteem.

### Outcomes for children are good

Most children reach at least typical levels of development and make good progress, often from low starting points. Children are very confident communicators, for example toddlers talk about birds such as seagulls and penguins. Older children discuss changing textures as they add water to compost to plant sunflower seeds. They learn the meaning of new words such as 'knead', 'pinch' and 'stretch' during the enjoyable 'disco dough' sessions.

## Setting details

<b>Unique reference number</b>	511126
<b>Local authority</b>	Oldham
<b>Inspection number</b>	1048286
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	80
<b>Number of children on roll</b>	83
<b>Name of provider</b>	Gary William Parkinson
<b>Date of previous inspection</b>	11 June 2015
<b>Telephone number</b>	0161 653 7589

Baytree Park Day Nursery in the Middleton area of Manchester was registered in 1994. The setting is on the Early Years Register and the compulsory and voluntary part of the Childcare Register. There are currently 83 children attending, all of whom are in the early years age group. The nursery employs 24 members of staff. Of the 23 who work with the children 21 hold appropriate early years qualifications at level 3 and above. The nursery is open from 7.30am until 6pm Monday to Friday, all year round except for public holidays. The nursery provides funded early education for two-, three- and four-year-old children. It also receives additional funding through the Early Years Pupil Premium.

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