

Apple Blossom Day Nursery

St. Catherines Court, 2 & 3 Timber Beach Road, Sunderland Enterprise Park, SUNDERLAND, Tyne & Wear, SR5 3XJ

Inspection date	11/03/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The well-established key person system helps children form secure attachments and promotes their overall well-being efficiently. They demonstrate positive relationships with their peers and staff.
- Management's process of self-evaluation and effective monitoring systems mean that continuous improvements are made and ensure quality care and learning are provided for children.
- Effective partnership with parents means there is a united approach to meeting individual children's needs, ensuring that they make good progress.
- Children are motivated and keen to learn in this very inclusive and welcoming nursery. They show high levels of curiosity and imagination.

It is not yet outstanding because

- On occasion, some younger children are not always provided with activities that provide further challenge, in order to extend their learning to maximise progress.
- Text which is clearly written and easy to see is not displayed in all nursery rooms so that children can see letters and simple words which ignite their interests to link sounds and letters.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector viewed all areas of the premises and equipment and observed activities in all of the playrooms and the outside play areas.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector held meetings with the manager, registered provider and spoke with staff and children throughout the inspection.
- The inspector completed a joint observation with the registered provider. Also took account of the views of parents spoken to on the day.

Inspector

Eileen Grimes

Full Report

Information about the setting

Apple Blossom Day Nursery was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Hylton Riverside area of Sunderland. The nursery serves the local area and is accessible to all children. It operates from four play rooms and there is a fully enclosed area available for outdoor play. The nursery employs 13 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including three with Early Years Professional Status.

The nursery opens Monday to Friday 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 58 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance further the learning environment by displaying text that is clearly written and easy to see so that children can learn about letters and simple words
- review and evaluate the teaching practice to ensure that there is consistency across the setting in providing sufficient challenge for some younger children.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a secure knowledge of how to promote children's learning and development and know the children in their care very well. Comprehensive information is obtained from parents so that staff can establish each child's starting points on entry to the nursery. Planning is based on children's individual needs and interests and is adapted and added to on an ongoing basis to ensure children's next steps are incorporated. Consequently, most children are keen to participate in activities, have fun and make good progress in their learning and development. Staff observe children to find out about their needs, what they are interested in and what they can do. They then analyse these observations and highlight children's achievements or their need for further support which is incorporated into planning. However, on occasion, younger children are not provided with further challenge to extend their skills and learning. For example, they complete a jigsaw puzzle with ease and show sustained interest in this activity. However, staff do not extend this by

providing other, more challenging jigsaws. The learning environment generally contains resources which are stimulating and accessible to children which promotes their learning and independence. However, there is scope to enhance this further by clearly displaying more print so children can begin to learn new words, link sounds to letters and understand that text carries meaning.

Staff provide a good range of activities and support most children to choose what they want to do, which helps to build their independence. They know when to get involved and when to allow children to carry on playing so that their play is not disrupted and children can make their own decisions. Consequently, children are good at initiating play and are able to become deeply involved in activities, such as, imaginative play with the shop and dolls. Children's communication and language skills are effectively nurtured. Staff give children time to talk and ask questions to make them think and develop their own ideas. Staff in the baby room recognise the way in which individual children communicate and respond appropriately to this, supporting children with facial expressions and encouraging children to explore their facial expressions with mirrors. Children are given ample opportunities to learn and make sense of their physical world as they go for walks in the local community and staff encourage children's interest in books. Staff take many steps to ensure that children have the necessary skills for their transition into school. They ensure the prime and specific areas of learning are prioritised in planning. Children are encouraged to be as independent as possible and are learning good social skills, such as sharing, taking turns and good table manners. Staff put a wealth of additional resources, particularly, in the role play area so that children become familiar with these and can use them in their play. For example, they add a range of fruit and vegetables to the shop to inspire children. Positive feedback is received from schools about how quickly children who have attended the setting settle and are well-prepared for this transition into school.

Staff discuss children's progress, activities and achievements with their parents on a daily basis and also more formally at 'open nights'. They listen to what parents tell them about what children have been doing at home and use this information to help with activity planning. This promotes a two way flow of information, knowledge and expertise between them and staff, and has a positive impact on children's learning. Parents speak highly of the activities provided and of the progress their children are making in their development.

The contribution of the early years provision to the well-being of children

Children are happy, confident and settled in the nursery. A key person system is in place which helps children to become familiar with the nursery and to feel safe and confident within it. Children's emotional well-being is supported due to their individual needs being met and their feelings respected. Staff gather high quality information from parents when their children first start attending the setting to ensure staff are fully aware of children's care needs, likes and dislikes. This helps to ease the transition between home and nursery. Care is taken to ensure that children are well prepared when they are ready to move into a different room. They go on visits so they become familiar with their new surroundings and the new staff who will be caring for them. This ensures the children's move is as smooth and trouble free as possible. Children make friends and get on with their peers. This helps them to feel positive about themselves and others. Behaviour is

very good throughout all rooms. Staff encourage children to respect each other, consequently, children are beginning to learn about the impact of their words and actions on themselves and others.

Children develop an understanding and appreciation of how to stay safe, they discuss before lunch the need to tidy items from the floor to stop accidents and trips. They understand the importance of safety as they use the small climbing wall outside. For example, aware of the need for staff supervision, they ask staff before using the wall.

Good provision is made for meals and snacks and children are well nourished. Food is varied and plentiful and cooked freshly. Children's physical well-being is effectively promoted. Good standards of cleanliness are maintained throughout all areas to help prevent the spread of infection. Staff follow good hygiene routines and help children to learn about the importance of these. Children in the pre-school room know about hand washing and germs and are quick to alert staff when they think their peers may not have followed the routine before snack. Staff in the baby room follow children's own routines for sleep and rest. Children have daily opportunities to play outdoors and benefit from the fresh air. Staff caring for the two-year-old children are particularly good at promoting outdoor play and take every opportunity to get children outdoors to explore and play in the garden area.

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

The leadership team have a good understanding of their responsibilities for meeting both the safeguarding and welfare requirements and the learning and development requirements of the Early Years Foundation Stage. The manager successfully monitors the planning and delivery of the educational programmes by meeting with staff in each room and by conducting practice observations. However, on occasion, sufficient challenge is not provided for younger children to ensure that their learning is maximised. Appraisal sessions are undertaken with staff to help improve practice and to increase confidence. Staff are motivated and keen to develop the provision. They are encouraged by management to attend training to develop their knowledge and understanding and inspection of training files confirms this commitment by staff. Good attention is paid to self-evaluation and promoting continuous development. Parents and staff are involved in this process to ensure that their views are considered when planning future improvements, such as the decoration of rooms. The manager also reflects on the settings practice to identify priorities for improvement and has clear action plans in place to support this. She works closely with the local authority and engages well in their quality improvement programme. This shows the nursery has a good capacity to sustain improvement.

Children are well protected through clear safeguarding procedures. All staff complete child protection training and have good understanding of their responsibilities in this area. The premises are secure and children are well supervised. Attendance records for staff and children indicate that staffing ratios are met in line with legal requirements. Risk assessments and daily checks of the premises and resources effectively reduce the chance

of accidental injury. Company recruitment, employment and induction procedures are in place and implemented well to protect children.

The nursery works well in partnership with parents to promote children's welfare and learning. Parents speak highly of the staff and express their satisfaction with the service provided. They comment positively about the nursery, particularly about the progress their children make, and the friendliness of the staff. Newsletters, daily diary sheets, and verbal exchanges make sure parents are kept up to date with their child's care and learning. Policies and procedures are readily available. The nursery endeavours to build partnerships with other providers of the Early Years Foundation Stage where children receive care and education in more than one setting. They fully recognise where they have been successful in this and where this needs to be improved and are taking steps to further develop these links.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY450875
Local authority	Sunderland
Inspection number	884295
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	53
Number of children on roll	58
Name of provider	Apple Blossom Childcare Limited
Date of previous inspection	not applicable
Telephone number	01915489000

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
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M1 2WD

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