

Apple Blossom Day Nursery

Horizons Nursery, Durham Road, SUNDERLAND, SR3 4AG

Inspection date	20/11/2014
Previous inspection date	15/03/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children are safeguarded because the management team is strong and staff have a very good understanding of their responsibilities to keep children safe.
- Staff have a good understanding of how to promote the learning and development of children. Therefore, the quality of teaching is consistently good with some outstanding sessions. As a result, children make good progress.
- Children are happy and confident within this welcoming environment. They form strong attachments with staff, which supports their emotional well-being.
- Enthusiastic and knowledgeable staff work in partnership with parents well. This ensures that all children are stimulated and motivated to engage in their surroundings. Therefore, children learn as they play and are helped to reach their full potential.

It is not yet outstanding because

- Opportunities for children to extend their independence skills are not always fully maximised through everyday activities.
- The organisation of space does not always enable older children to concentrate on activities, such as at group and story time.

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 the playrooms and the outside play areas.
- The inspector looked at children's assessment records, planning documentation, evidence of the suitability of staff working within the group, the provider's self-evaluation form and a range of other documentation.
- The inspector held meetings with the management team, and spoke with staff and children throughout the inspection.
- The inspector completed a joint observation with the manager and also took account of the views of parents spoken to on the day.

Inspector

Eileen Grimes

Full report

Information about the setting

Apple Blossom Nursery was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the primary health building in the Barnes area of Sunderland. The nursery serves the local community. It operates from six rooms and there is an enclosed area available for outdoor play. The nursery employs 16 members of childcare staff. All hold appropriate early years qualifications at level 3 and above, including one with Early Years Professional Status. The nursery opens Monday to Friday for 51 weeks of the year and is open from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 131 children attending who are in the early years age group. The group provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the organisation of the space to provide older children with areas to listen to stories and participate in activities without interruption.
- support children's growing independence when carrying out simple tasks, for example, by enabling older children to serve their meals at lunchtime.

Inspection judgements

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

The nursery provides a bright, inviting and safe environment for the children who attend. All children are making good progress given their starting points on entry, because staff prepare a wide range of experiences that interest and motivate them to learn. Educational programmes in all rooms have depth and breadth across all areas of learning, which enable children to take part in a range of activities. Planning is comprehensive and specific to each room. This ensures that children's individual needs are met and that they take part in adult-led and child-initiated play based experiences. In addition, staff know children well and each child's key person plans to support their next steps in learning. Staff interactions with children continually promote learning opportunities. For example, when two children in the baby room are playing together in the home corner, a member of staff encourages the children to make sounds and say words by repeating what they say. When a child says 'tea tea' to indicate making a cup of tea when playing with cups and saucers, the member of staff says 'Are you making a cup of tea?' This shows that staff are supporting children to gain key communication skills by modelling and extending language and this demonstrates that children's early language development is well supported. This

includes children with special educational needs and/or disabilities and those who speak English as an additional language.

Teaching is good and some aspects of teaching are outstanding. Staff understand how to promote children's learning, and all interactions between staff and children are positive. Staff provide children with opportunities to take part in group or individual sessions which are well planned. For example, children in the pre-school room have been learning about mathematical concepts, such as more and less. Staff plan an activity that specifically assesses whether children have understood these concepts. Children show that they have because they extend the concept to other opposites of high and low, fast and slow. This shows that children are learning skills that will support them in readiness for school. All staff are enthusiastic and knowledgeable and their positive attitude towards children is evident. Interactions between staff and children are playful and affectionate. As a result, children are confident and interested in their surroundings. Likewise, communication between staff and parents ensure that important information about children's development is shared. This means that parents are aware of the progress that their children are making and any children who require additional support receive this, because partnerships are strong. Staff are proactive in ensuring the needs of children with special educational needs and/or disabilities and those who speak English as an additional language are supported to the highest standard. They implement detailed care and learning plans which ensure that children make significant progress and seek the support of appropriate professionals and external agencies.

Children's progress and achievements are monitored, because the nursery uses an assessment system that identifies attainment or any gaps in learning. These include a learning journey file that contains observations, photographs and examples of children's work. Assessments, such as, the progress check for children between two and three years, are routinely carried out. This provides a written summary of children's progress in the prime areas of learning that is shared with parents. This means that parents are well informed about their children's progress. Equipment and resources is well laid out and the arrangement of resources supports children to be active in their learning. Toys are stored in open baskets, so that children can access them easily, to find an item of preference. However, at times the organisation of space and resources does not always enable older children to concentrate without being distracted, for example, at group and story time.

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

All children are happy and settled at the nursery and strong attachments with staff are evident. The key-person system is well embedded and staff work closely with parents to ensure that all children are supported. Consequently, children are developing a sense of belonging in this welcoming environment and their emotional well-being is effectively promoted. Staff are extremely positive and affectionate towards children and are good role models. They use calm and encouraging language when talking to children and routinely ask how they are feeling each day. Children behave well because they know what is expected of them as staff give clear explanations and gentle reminders to help children understand. Staff communicate well with each other about arrangements for the day. The deployment of staff ensures that adult-to-child ratios are maintained in all rooms,

so that children are supervised effectively at all times. All areas of the premises are safe and suitable for purpose, because staff carry out safety checks in all rooms to monitor this. The nursery provides children with a variety of healthy meals, which means that children eat a balanced diet that includes fruit and vegetables. All food is prepared by a suitably qualified professional and in addition, most staff have attended a food hygiene course. This means that they have the knowledge and skills to serve food and snacks in individual rooms. Children are encouraged to help in the preparation of fruit at snack time. Staff use this time to talk about healthy foods and options. However, opportunities to further enhance older children's independence are not always maximised, for example, by encouraging them to serve themselves at lunch time.

Children have regular access to the outdoor area where they can play in the fresh air and the staff ensure that children take regular exercise. During each session a variety of equipment that encourages children to be active is made available, such as, bikes, scooters and music and movement sessions. These provide more challenging experiences that support their physical development, while learning to keep safe as they take small risks in their play. All parents are asked to complete information booklets about children's individual care needs prior to them starting. This means that the nursery has all the important information about children that staff need. A two-way flow of information about children's time at the nursery has been established. This includes medication documentation and accident records, which parents are asked to sign to say that they have been informed. Staff ensure that all children who require it have opportunities to rest and sleep. Children use a variety of cots, sleep mats and sleeping bags depending on parental preference. Good hygiene practices ensure these are kept clean.

Each room has a daily routine that ensures that children have a range of experiences that develop their independence and cooperation. Staff are clear about the routines and use various prompts throughout the day, such as pictures and symbols. Children readily respond to the routines and boundaries that have been established. The daily routine is flexible and children who need more opportunities to direct their own play get this time. Staff show that they understand the needs of children of different ages and stages in development.

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

Leadership and management are strong and there is clear motivation to develop the nursery in order to improve outcomes for all children that attend. Safeguarding responsibilities are understood by all staff, who demonstrate that they have taken appropriate action with regard to safeguarding and child protection matters. Information to support safeguarding practice is detailed and informative. This means that staff have all required information to support their practice. There are robust recruitment procedures for new staff, including obtaining an enhanced Disclosure and Barring Service check. Staff's suitability is also checked by the requesting of references, viewing certificates and verifying their identity. The performance management of staff is excellent, because targets are regularly identified for each member of staff. These are acknowledged and celebrated when completed. Consequently, staff are highly motivated and enthusiastic about their

work with children. This has had a positive impact on the quality of teaching they deliver, and therefore, all children's learning is good. Structured staff meetings provide clear information, feedback on monitoring educational programmes and discussion about daily practice. In addition, staff attend regular training opportunities to enhance their practice, which has a positive effect on children's learning. This ensures that all staff are well supported and have the information that they need to fulfil their roles.

Children are making good progress overall in their learning and development. Staff know children well, and they clearly demonstrate how they are meeting individual children's learning needs. Children's progress is regularly assessed and staff have a good overview of where all children are in their development. The manager oversees the work of staff and children on a daily basis and has a clear overview of all aspects of the nursery. She can easily monitor all children's progress, because she effectively uses an electronic system that collates their achievements. This means that she can identify any children that are not making expected progress. Staff provide specific, targeted support to individual and groups of children, when appropriate, to ensure that all children get the help that they need. Teaching is good because staff understand the different ways that children learn and they provide experiences that make children want to learn more.

Partnership links with schools have been established. Staff complete documents about children's progress to send to school. This means that schools have access to important information, which means they can support children when they arrive. The nursery has developed a specific area, which contains information about the move to school. The nursery works in partnership with other professionals to ensure that children and their families get the help and support that they need. Parents speak highly about the nursery and explain how attending has made a significant difference to their children's lives. They report that this is because of the individual support that their children receive from knowledgeable staff. The nursery shows a commitment to working with all parents and feedback from questionnaires is used to identify priorities for improvements. Self-evaluation of the nursery is highly effective. It supports all children to make good progress and ensures that they are happy, safe and well cared for.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY394728
Local authority	Sunderland
Inspection number	859639
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	93
Number of children on roll	131
Name of provider	Apple Blossom Childcare Limited
Date of previous inspection	15/03/2010
Telephone number	01915288388

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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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