

Apple Blossom Day Nursery



Apple Blossom Day Nursery, London Road, Strete Raleigh, Whimble, EXETER, EX5 2PT

Inspection date

15 April 2015

Previous inspection date

1 May 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- Weaknesses in the recruitment and vetting of staff mean that children are cared for by adults whose suitability has not been checked. On occasion, children's safety is placed at risk when these staff are left unsupervised with them.
- Not all staff have a good enough understanding of how to safeguard children because leaders have not ensured they have undertaken relevant training. The manager, who leads on the safeguarding of children at the setting, does not have a clear enough understanding of the procedure to follow should an allegation be made against a member of staff.
- Some staff do not have a good enough understanding of how young children learn. Supervision and training is not effective enough and does not support inexperienced staff develop the knowledge, understanding and skills they need.
- Leaders do not have a clear picture of what the setting needs to improve because they are not checking the quality of teaching closely enough.

It has the following strengths

- Most staff know the children well because they regularly check what they can do. Parents are encouraged to provide useful information about what their children are learning at home. Staff use all of this information well to accurately identify what children know and can do and what they need to learn next.
- Staff are warm and caring. They form close attachments to the children and work closely with parents which helps children settle quickly and easily into nursery.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve staff's knowledge and understanding of how children learn. Ensure that all staff provide children with activities and experiences which interest them and challenge them to make good progress
- improve the monitoring of the quality of teaching and learning so that leaders have a clear understanding of where teaching needs to improve
- develop systems for the supervision of staff so that they more effectively provide support, training and coaching to improve the quality of practice
- ensure all staff undertake training which enables them to accurately identify possible signs of neglect and abuse and improves their understanding of what to do if they are concerned about a child in their care
- develop the understanding of the person designated to oversee safeguarding of the steps to take should an allegation be made against a member of staff
- undertake relevant checks to ensure that all adults working with the children are suitable including obtaining enhanced disclosure and barring service checks
- ensure that those whose suitability has not been checked are not left unsupervised with children
- improve procedures for the recruitment of staff so that all gaps in employment history are fully checked and evidenced.

To meet the requirements of the Childcare Register the provider must:

- undertake relevant checks to ensure that all adults working with the children are suitable including obtaining enhanced disclosure and barring service checks (compulsory part of the Childcare Register)
- ensure that those whose suitability has not been checked are not left unsupervised with children (compulsory part of the Childcare Register)
- improve procedures for the recruitment of staff so that all gaps in employment history are fully checked and evidenced (compulsory part of the Childcare Register)
- undertake relevant checks to ensure that all adults working with the children are suitable including obtaining enhanced disclosure and barring service checks (voluntary part of the Childcare Register)
- ensure that those whose suitability has not been checked are not left unsupervised with children (voluntary part of the Childcare Register)
- improve procedures for the recruitment of staff so that all gaps in employment history are fully checked and evidenced (voluntary part of the Childcare Register).

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning both indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and spoke with children and staff.
- The inspector looked at a range of documentation including records of children's progress, recruitment and vetting procedures and policies that support the safeguarding of children.
- The inspector spoke with a selection of parents during the inspection and took account of their views.

Inspector

Jane Burchall HMI

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff use what they know about children to provide a suitable range of activities to support them to learn. Children have free access to a range of toys and resources so that they can make independent choices about what they do. However, children do not make good progress as the quality of teaching is inconsistent. Some staff have a suitable understanding of how children learn. For example, some staff caring for babies provide fun, exciting activities and support them well to use their senses to explore and experiment. Older children enjoy learning about the environment when, for example, they plant flowers and vegetables in the nursery garden. They learn how to care for the animals which live in the nursery grounds and are fascinated to watch and handle the chicks which have recently hatched from eggs. However, some staff lack confidence and do not have a good enough understanding of how activities provided help children to learn. While they watch over the children and sometimes join in with their play, they do not effectively extend and challenge their learning so that they make the best possible progress.

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

Children are not kept sufficiently safe because leaders are not vigilant enough to ensure those who care for children are suitable. In addition, not all staff have a good enough understanding of how to safeguard the children in their care. While established staff have a satisfactory understanding of how to recognise when a child might be at risk of harm and are familiar with reporting procedures, newer staff lack understanding as they have not received the necessary training. Children develop confidence at nursery and staff help them to understand how to behave. Through explanation and gentle reminders, children learn about what is acceptable and begin to understand the consequences of their actions. They learn how to share and take turns, developing skills needed for moving onto school.

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

Leaders do not have a good enough understanding of the statutory requirements of the Early Years Foundation Stage and how to safeguard children. Systems to keep children safe are ineffective. Weaknesses in recruitment procedures mean that leaders do not have the information they need to ensure that staff are suitable to care for children. They have not checked gaps in the employment history of new recruits and have not undertaken relevant criminal background checks. Steps to ensure these staff are not left unsupervised while caring for the children are ineffective. Leaders have implemented improvements in the monitoring of children's progress and as a result, staff have a better understanding of children's achievements. Some training for staff has had a positive impact, for example, by improving opportunities for older children to develop their mathematical skills. However, systems to monitor the quality of teaching are not effective enough and therefore, leaders are unable to accurately identify and address relevant priorities for improvement.

Setting details

Unique reference number	105825
Local authority	Devon
Inspection number	1003774
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	29
Number of children on roll	63
Name of provider	Karen Irene Winson
Date of previous inspection	1 May 2014
Telephone number	01404 822251

Apple Blossom Day Nursery registered in 2000 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 39 children in the early years age range on roll and 24 school aged children. The nursery is open each weekday from 7.45am to 6pm, all year round, except for one week in December. A team of seven staff, including the manager, care for the children. The manager, who also owns the setting, holds a relevant level 3 qualification in childcare and a level 5 qualification in management. Three of the other staff hold relevant level 3 qualifications, one holds a level 2 qualification and two are unqualified.

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