

Apple Kids Day Nursery

1 Showell Green Lane, Sparkhill, Birmingham, B11 4NP



Inspection date	3 November 2015
Previous inspection date	8 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Leaders and managers demonstrate a strong commitment to improving outcomes for children. They have a clear vision for developing the provision further. They have taken positive action to improve their practice and the quality of teaching and learning since the last inspection.
- Teaching is good. Practitioners know children well and understand how they learn. Children make good progress in all aspects of their learning and development in readiness for school.
- Children enjoy attending this welcoming and friendly nursery. Practitioners plan a broad range of activities, both indoors and outdoors to promote children's enjoyment and achievement. Improvements made to assessments of children's progress are starting to provide an overview of children's good progress and next steps for their learning.
- Good attention is given to promoting children's good health and well-being. Children have good opportunities to play outside and benefit from being in the fresh air. They enjoy healthy snacks and learn to become independent and manage their own self-care needs.
- Partnerships with parents, local schools, providers and agencies work effectively. These make a strong contribution to meeting children's individual needs.

It is not yet outstanding because:

- The nursery does not always make the most effective use of the information gained from monitoring children's progress to effectively show how well gaps in learning are narrowing.
- On occasion, practitioners do not give children enough time to think about and respond to questions.

What the setting needs to do to improve further

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

- strengthen the analysis of information gained from monitoring assessments to show the impact of how gaps are narrowing for different groups of children, or individual children identified as being in need of support
- reflect further on the quality of teaching to ensure practitioners give children sufficient time to think and consider their responses to questions.

Inspection activities

- The inspector had a tour of the nursery with the manager.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager, and looked at a sample of policies, children's learning and development records, and planning documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and the nursery's self-evaluation and improvement plans.
- The inspector took account of the views of practitioners, parents and carers spoken to on the day of the inspection.

Inspector

Jackie Nation

Inspection findings

Effectiveness of the leadership and management is good

Leaders and managers have a clear understanding of all legal requirements. The arrangements for safeguarding are effective. All practitioners undertake safeguarding training and demonstrate a secure knowledge of the procedures to follow in the event of a concern about a child. Practitioners are committed and enthusiastic about their role and understand their responsibility to keep children safe. Improvements since the last inspection have strengthened partnerships with parents, and children's learning and development. Accurate self-evaluation, together with robust improvement plans, ensure the quality of the provision continues to improve. The manager supervises practitioners effectively, monitoring their practice and supporting them to continually improve the quality of teaching and learning. Ongoing professional development is well considered. Practitioners regularly attend training to update their skills and knowledge.

Quality of teaching, learning and assessment is good

Children are happy, confident and enjoy their learning. They make choices about what they would like to do. Children enjoy a wide range of learning opportunities and every area of their development receives attention. Overall, practitioners have good interactions with children. They encourage children to explore ideas, enjoy their learning and have fun. Well-planned activities have a positive impact on children's personal development, as well as their mathematical and language skills. For example, when older children are making dough they are encouraged to keep mixing and consider what will happen when they add more water. When children find it tricky to mix the dough, practitioners encourage them to keep going. Younger children learn how to make marks, enjoy building with bricks and love to look through the window at the 'big trucks'. Observations are being used more effectively to plan for children's next steps in learning. Parents are encouraged to share their information about their children's learning and development at home.

Personal development, behaviour and welfare are good

Children play and learn in a welcoming and friendly environment where their emotional well-being is supported successfully. Home visits before children start nursery help practitioners to get to know parents and children well. Most practitioners are bi-lingual and they support children's communication needs effectively. Sensitive settling-in arrangements help children to grow in confidence. Children follow a regular routine and are provided with plenty of reassurance to help them settle. Children are praised for their achievements, practitioners compliment them on their excellent manners and sharing skills. Practitioners talk to children about playing with their friends and promote cooperation and taking turns. Children learn how to keep themselves safe. Practitioners remind them to be careful during their play and during interactions with other children.

Outcomes for children are good

Children make good progress in relation to their starting points. This includes children who receive funded early education. They develop the skills needed for their next stage in learning.

Setting details

Unique reference number	EY468993
Local authority	Birmingham
Inspection number	1003731
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	48
Number of children on roll	51
Name of provider	Apple Kids Day Nurseries Ltd
Date of previous inspection	8 January 2015
Telephone number	01212470345

Apple Kids Day Nursery was registered in 2013 and is situated in the Sparkhill area of Birmingham. It is one of two settings managed by Apple Kids Day Nursery Limited. The nursery employs 10 members of childcare staff, including the manager. Eight members of staff hold appropriate early years qualifications at levels 2 to 3. The manager has a Masters Degree in Early Years Education and holds a Professional Qualification in Integrated Children's Centre Leadership and a Postgraduate Degree in Education. Another member of staff has a Foundation Degree in Early Years. The nursery opens from Monday to Friday, during term time. Sessions are from 9am until 12 noon and 1pm until 4pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language, disabled children and those with special educational needs. The nursery is a member of the Pre-school Learning Alliance and the National Day Nurseries Association.

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