

# Apricot Day Nursery

Lescun Close, Pangbourne Road, Upper Basildon, Reading, Berkshire, RG8 8LN



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 21 January 2016 |
| Previous inspection date | 22 January 2015 |

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

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The teaching to promote younger children's communication and language is inconsistent and children do not receive support to make the best possible progress in this area.
- Managers do not effectively monitor staff performance and provide guidance and support to improve the quality of teaching. Staff do not consistently provide sufficient challenge to extend children's learning through their play. Some activities are mundane and do not fully capture children's interest.
- The owner does not have robust systems to evaluate the service. Key weaknesses have not been adequately identified and so plans for further improvement are not targeted well enough. The provider has not taken prompt action to address areas for improvement identified at the last inspection.

### It has the following strengths

- Staff are warm and sensitive to the children's individual care needs and provide secure routines.
- Children thoroughly enjoy being outdoors and get plenty of physical exercise. For example, they enjoy hiding in the tunnels and dens, riding around the race track and studying nature.
- Children are provided with a good range of healthy snacks and meals.

## What the setting needs to do to improve further

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

|  | <b>Due Date</b> |
|--|-----------------|
| ■ improve the educational programme for communication and language for the younger age group   | 17/03/2016      |
| ■ develop an effective process for monitoring staff's performance to address inaccuracies in assessments, to improve the quality and consistency of teaching, and to help staff focus more precisely on meeting each child's individual needs. | 17/03/2016      |

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

- make effective use of self-evaluation to focus more precisely on identifying key aspects of the provision that need improvement and taking timely action to address these.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector completed a joint observation with the manager and looked at samples of children's assessments and records, and a range of other documentation.
- The inspector held a meeting with the owner and the manager, and spoke with staff.
- The inspector spoke to a selection of parents and carers during the inspection, and took account of their views.

### Inspector

Melissa Cox

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. Staff have a clear understanding of how to keep children safe. Procedures for recruitment and checking ongoing staff suitability are secure. The manager has started to observe the quality of teaching but this has not been monitored rigorously enough. Staff feedback does not include purposeful targets for further improvement and the quality of teaching remains inconsistent. Staff monitor children's progress to ensure that gaps in learning are identified, although these are not always acted upon in a timely way. Most staff hold relevant childcare qualifications and attend regular professional development opportunities. This has had a positive impact on how staff manage behaviour and the routine of the day. The setting works adequately in partnership with other professionals so that children with additional needs receive coordinated support.

### **Quality of teaching, learning and assessment requires improvement**

The quality of teaching is variable. While children enjoy their time at the setting, they do not receive consistent support to help them make good progress. Some of the activities are not well planned and, on occasion, some staff do not extend children's learning as they offer too much direction. Children's communication and language is suitably promoted in the older age range. For example, they sing counting songs and some children link sounds to letters as they write their names. However, this area of learning is not supported as well in the younger age groups. Younger children enjoy reading books with staff and take part in daily arts and crafts. Disabled children and those who have special educational needs are suitably supported. Staff share observations and assessments with parents to keep them informed about their children's progress.

### **Personal development, behaviour and welfare require improvement**

Staff have created a friendly and welcoming environment. Children are happy overall, although they engage better in some activities than others. They are settled and form secure attachments with their key person. Behaviour has improved and staff offer praise and encouragement. Children learn to manage their feelings and to share. Children develop suitable levels of independence and some children serve themselves at lunchtime. Opportunities for children to play outside help to promote their health and physical development. They are learning about staying safe as staff generally model safety in some aspects of their play.

### **Outcomes for children require improvement**

Children develop some skills for their future learning. However, the weaknesses in teaching mean that they do not consistently receive support to make the best possible progress.

## Setting details

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY317616                 |
| <b>Local authority</b>             | West Berkshire (Newbury) |
| <b>Inspection number</b>           | 1036163                  |
| <b>Type of provision</b>           | Full-time provision      |
| <b>Day care type</b>               | Childcare - Non-Domestic |
| <b>Registers</b>                   | Early Years Register     |
| <b>Age range of children</b>       | 0 - 5                    |
| <b>Total number of places</b>      | 25                       |
| <b>Number of children on roll</b>  | 38                       |
| <b>Name of provider</b>            | Eve-Maria Loisel         |
| <b>Date of previous inspection</b> | 22 January 2015          |
| <b>Telephone number</b>            | 01491 671 044            |

Apricot Day Nursery registered in 2006. It is situated in Upper Basildon on the outskirts of Pangbourne, Berkshire. The nursery opens each weekday from 8am to 6pm for 51 weeks of the year. The nursery receives funding to provide free early education for children aged three and four years. The nursery employs 10 staff, of whom seven hold relevant early years qualifications at level 3 or level 4.

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