

# Apple Blossom Day Nursery



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

**Inspection date** 13 January 2017  
Previous inspection date 11 March 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- The recommendations from the previous inspection have been appropriately addressed. For example, all rooms provide a rich environment with lots of words and labels on display for children to refer to.
- Children make better than good progress in personal, social and emotional development. They develop very good relationships with staff and children alike. Young children quickly become independent and anticipate and cooperate with daily routines.
- Children behave well. Staff provide good levels of consistent guidance and support, enabling all children to follow the clear behavioural expectations.
- Children who have special educational needs or disabilities make good progress. The coordinator has developed good relationships with a range of professionals. Good communication enables the staff to meet children's individual needs effectively.
- The setting works well with parents. Regular meetings and drop off and collection times are utilised well to share information and ensure a shared approach to supporting children's learning.

### It is not yet outstanding because:

- Although the manager monitors staff practice, this is not always successful in raising the quality of teaching to the highest level.
- Occasionally, during some group activities, staff do not fully extend children's mathematical skills.

## What the setting needs to do to improve further

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

- review procedure for monitoring staff practice to identify ways of raising the quality of teaching to an outstanding level
- make better use of all opportunities to extend children's mathematical skills.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector held a meeting with the nursery manager and spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector looked at relevant documentation and evidence of the suitability checks carried out on staff working in the nursery. She also discussed the nursery's self-evaluation.

### Inspector

Elizabeth Fish

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are knowledgeable about the procedures to follow if they have any concerns about a child's welfare. Thorough recruitment procedures help to ensure that staff are suitable to work with children. Regular checks of the premises and resources ensure that the setting and resources are suitable for children. Ratios are maintained at all times. Self-evaluation is good. The manager has identified areas for development and acts upon feedback from parents or carers. Clear evaluations help to highlight training needs for the nursery. Regular staff supervision meetings help to identify further areas for professional development. The manager monitors children's learning and takes effective action when areas of under achievement are identified.

### Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff use their observations and assessments of children effectively to plan for what children need to learn next. They plan a range of activities to motivate and engage children. For example, younger children enjoy using vehicles and play figures to help them learn about colours. Older children make links in their learning as they associate mint-smelling playdough with toothpaste. Staff are well qualified and they understand how they can help children learn. They play alongside children and confidently extend their learning. Staff support children's developing language extremely well. They adapt their language well when talking to children of different ages. Staff listen carefully to toddlers, commenting on and extending what children say.

### Personal development, behaviour and welfare are good

Children enjoy their time in the nursery. They settle quickly and form good relationships with members of staff. Parents comment on how they feel well supported by staff. They say that their children love coming to the nursery. Staff use the comprehensive information about children's learning and care needs effectively to support children. For example, they follow routines from home and ensure children have their comforters before settling them to sleep. Transitions to school are also managed effectively. Good communication prior to children starting school helps to ease the transition from nursery to school. This supports children's emotional well-being. There is a well-organised learning environment indoors and outdoors which supports children's developing independence effectively. Outdoors, children enjoy a range of activities, such as playing in the mud kitchen. They learn to throw balls while other children enjoy more energetic activities, such as climbing.

### Outcomes for children are good

Children make good progress in all areas of learning. They are eager and motivated learners who enjoy their time in the nursery. Younger children confidently talk about the colour of objects. Older children learn to sort objects and develop their counting skills. They enjoy books and begin to talk about what may happen in the story. They share resources and take turns. These skills prepare children well for school, when the time comes. Children think of their own ideas and make links in their learning.

## Setting details

<b>Unique reference number</b>	EY450875
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	1066136
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	53
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	Apple Blossom Childcare Limited
<b>Registered person unique reference number</b>	RP529026
<b>Date of previous inspection</b>	11 March 2013
<b>Telephone number</b>	01915489000

Apple Blossom Day Nursery was registered in 2012. The nursery employs 11 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including two with early years professional status. The nursery is open from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disabilities.

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