

# Applegarth Day Nursery

Applegarth Day Nursery, Robey Close, Linby, NOTTINGHAM, NG15 8AA



## Inspection date

17 January 2017

Previous inspection date

30 April 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- The provider has failed to notify Ofsted of an allegation made against a member of staff within the required period of time. She also lacks knowledge of changes that must be notified to Ofsted, such as a change of named manager
- Children are not adequately safeguarded. Staff have a poor knowledge of the signs and symptoms of abuse.
- Some staff do not extend activities and children's experiences to challenge children's learning.
- The newly introduced way of collecting information has not been in place long enough for the manager to be able to analyse and compare the progress made by different groups of children, in order to confirm that no specific group is disadvantaged or falling behind in their development.
- The early years pupil premium is not always used as precisely as possible. This means children do not fully benefit from carefully targeted support to help them make good enough progress in their learning.

### It has the following strengths

- Staff share ongoing information with parents about their children's learning in the nursery. Parents comment positively about staff and the nursery environment.
- Children and parents are warmly greeted by staff when they arrive. Children settle quickly and enjoy their time in the nursery. They form strong emotional attachments with their key person.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ gain knowledge of what needs to be notified to Ofsted	17/01/2017
■ ensure all staff have an up-to-date knowledge of safeguarding issues and all signs of possible abuse	17/01/2017
■ develop staff's knowledge of providing activities and experiences that challenge children's abilities and extend learning.	01/02/2017

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

- compare the progress made by different groups of children to establish clearly that no one group is progressing less well than another
- make better use of the early years pupil premium to provide more targeted support for individual children to help them to make good progress in all areas of learning

### Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspectors held a meeting with representatives from the nursery management team. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to a number of parents during the inspection and took account of their views.

### Inspector

Hayley Ruane and Lianne McElvaney

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Arrangements for safeguarding are not effective. The provider lacks a full understanding of the requirement to notify Ofsted of significant events and changes, such as a change of manager. She failed to notify Ofsted of concerns raised about a staff member's suitability. Staff have a poor understanding of the signs and symptoms of abuse, and how to prevent children being drawn into situations that may put them at significant harm. The manager supports her staff through supervision, appraisal and staff meetings. Staff access training that helps them to develop their teaching skills. However, this is not effective in helping to raise the quality of teaching across the nursery. The management team monitors the progress made by individual children. However, although they have started to collect data, they do not have sufficient to monitor the progress made by groups of children. This means that they do not identify and close any gaps in groups of children's learning. The management team works with staff to evaluate nursery practice. However, this is not effective in identifying areas of weakness.

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

The quality of teaching is not consistently strong. Staff do not always extend activities to fully develop children's learning. The early years pupil premium is not always used effectively to help individual children make good progress in their learning. However, staff ensure that the nursery looks inviting and welcoming to children. They provide children with attractively presented activities to stimulate their interest in learning. Staff use observations and assessments of children's progress to help identify what children need to learn next. Babies are keen to explore their environment and enjoy riding on toys indoors to develop their physical skills. Staff introduce mathematical language into children's play. Children use jugs and bottles to pour and measure water.

### Personal development, behaviour and welfare are inadequate

Children's welfare is compromised due to weaknesses in safeguarding practice. Recent improvements to the outdoor area have helped older children to explore and to receive daily fresh air and exercise. Indoors, staff provide resources within easy reach that allow children to make independent choices. They display children's artwork and pictures of children playing to help children to feel valued. Staff use songs to promote children's routines. For example, children join in singing songs when staff prepare mealtimes. The cook provides children with a wide range of foods to promote a healthy diet. Children behave well. Staff give them lots of praise and encouragement, and help them to take turns and play cooperatively.

### Outcomes for children require improvement

Weaknesses in teaching mean that not all children make enough progress in their learning. However, most children are steadily developing the skills needed for their move on to school. Children are developing their mathematical skills through activities, such as counting and comparing the sizes of string when they make necklaces. Toddlers enjoy listening as staff count to three. Older children develop their physical skills as they run enthusiastically across the outdoor area to reach the other side.

## Setting details

<b>Unique reference number</b>	EY311465
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1064760
<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 - 11
<b>Total number of places</b>	218
<b>Number of children on roll</b>	167
<b>Name of registered person</b>	Applegarth Day Nurseries Limited
<b>Registered person unique reference number</b>	RP905586
<b>Date of previous inspection</b>	30 April 2013
<b>Telephone number</b>	0115 9631296

Applegarth Day Nursery was registered in 2005. The nursery employs 25 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3, one at level 6 and one with qualified teacher status. The nursery opens from Monday to Friday and all year round, closing for one week between Christmas and New Year, and for bank holidays. Sessions are from 7.15am until 6.15pm. The nursery provides funded early education for two-, three- and four-year-old children. It provides out-of-school care for older children.

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.

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