

# Apple Blossom Day Nursery

Horizons Nursery, Durham Road, SUNDERLAND, SR3 4AG



## Inspection date

24 August 2017

Previous inspection date

20 November 2014

<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

- Staff consider children's interests when planning for their learning. Children enthusiastically engage in a range of appealing and challenging activities that helps them to build on what they already know and can do.
- Children develop a strong sense of belonging in the nursery. They form trusting relationships with caring and attentive staff.
- Staff quickly identify children who need extra support to help them catch up in their learning. This helps to ensure that all children make good or better progress.
- Managers are committed to developing the quality of care and learning. They work with staff and parents to identify areas for improvement to enhance outcomes for children.
- Parents are very happy with the standards of care and learning. Parents discuss their children's progress with staff and welcome ideas for activities at home. This helps to provide a consistent approach to children's learning.
- Staff have developed effective relationships with other settings. They work closely with local primary schools when children are due to start school. This helps to support children at times of change and prepare them well for the next stage in their learning.

### It is not yet outstanding because:

- At times, the organisation of daily routines interrupts children's high-quality learning experiences.
- Although children pay attention to adults and listen well, occasionally, during group activities, staff do not encourage them to listen to one another.

## What the setting needs to do to improve further

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

- review and improve the organisation of routines and support children's learning and development even more consistently throughout the day
- encourage children more consistently to listen to one another and develop their listening and attention skills.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector carried out a joint observation of an activity with the manager and the acting manager.
- The inspector had a tour of the premises.
- The inspector held a discussion with the manager and the acting manager. She looked at relevant documentation, such as evidence of the suitability checks carried out on staff and records of accidents and incidents.
- The inspector spoke to staff and children at appropriate times during the inspection. She spoke to a number of parents and took account of their views.

### Inspector

Clare Wilkins

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know what to do if they are worried about a child's welfare. Effective risk assessments and detailed monitoring of accidents help to ensure that children are kept safe while in the nursery. There are sufficient staff in place to supervise children. All staff have been trained in paediatric first aid and any accidents are dealt with appropriately. Staff have developed very effective relationships with other professionals. These help them to meet children's needs well, particularly those who have special educational needs and/or disabilities. Managers provide good support and supervision for staff and encourage them to build on their teaching skills. Managers review children's progress and support staff to provide activities that meet the individual needs of children who attend.

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

Staff provide an effective balance of adult-led activities and opportunities for children to lead their own play. They give children opportunities to make decisions and share their ideas. These help children to become confident learners who feel valued. Children develop good skills in mathematics. For example, they count, measure and compare when they build towers from bricks. Babies and toddlers benefit from appealing songs and stories. From an early age, they join in with simple phrases and animal sounds as staff read to them with great enthusiasm. This helps children to develop language and communication skills. Children benefit from activities that encourage their creative skills. For example, they explore different kinds of dough and enjoy painting on a wall outdoors.

### Personal development, behaviour and welfare are good

Staff have clear expectations of children and teach them about being kind and helpful to one another. Children respond enthusiastically, develop friendships and behave well. They benefit from praise and attention, contributing to their high level of self-esteem. Children have opportunities to develop their independence. They take responsibility for their own belongings and help to serve and clear away at mealtimes. Staff teach children to keep themselves safe. Children discuss how to safely carry large equipment to the outdoor area. They enjoy physical activities as they use slides and bicycles in the garden.

### Outcomes for children are good

All children make good progress and most achieve levels of development typical for their age. Some children exceed this, particularly in communication and language development. Children who have special education needs and/or disabilities are supported very well. They benefit from tailored activities and opportunities that help them to build on their current skills and abilities. Children are inquisitive and become engrossed in activities. Older children cooperate and help each other as they play. For example, they work together to solve problems. This demonstrates a positive attitude towards learning that helps to prepare children for school.

## Setting details

<b>Unique reference number</b>	EY394728
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	1111636
<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 - 6
<b>Total number of places</b>	93
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	Apple Blossom Childcare Limited
<b>Registered person unique reference number</b>	RP529026
<b>Date of previous inspection</b>	20 November 2014
<b>Telephone number</b>	01915288388

Apple Blossom Day Nursery registered in 2009. The nursery employs 16 members of childcare staff. One holds an appropriate childcare qualification at level 6, one at level 5 and 12 at level 3. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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