

Inspection date	22 September 2017
Previous inspection date	20 September 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- Staff performance in managing children's emotions and specific needs, varies. Overall, children are calm and occupied in play. However, staff expectations of some children are too high and children's individual needs are not always fully understood.
- Methods of finding out what children can already do when they start are not consistently applied. Planning to help children catch up with their peers is not implemented swiftly.
- Staff do not always consider how they can celebrate each child's unique culture. In addition, staff performance methods do not identify precisely what staff can do to continually improve their teaching.

It has the following strengths

- The manager is proactive in the local early years community. She forms strong partnerships with other agencies and local providers, to share good practice and identify how improvements can be made.
- The manager has established effective methods to monitor children's physical health and safety. For example, accidents are reviewed and if necessary, changes made to the environment. Detailed records are kept and information is exchanged with parents.
- Children of all ages are curious and keen to explore. They approach visitors with interest and confidently communicate or engage in conversation.
- Parents say their children make good progress in their learning, and they are kept informed about how they can carry their learning on at home.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure staff have the knowledge and skills to recognise children's individual social and emotional needs, and to devise appropriate strategies to support them	31/10/2017
■ find out what all children can already do and what they struggle with, when they start, so that plans to help them progress and catch up with their peers are swiftly implemented.	31/10/2017

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

- help children to better understand and learn about each other's unique cultures and family experiences
- enhance methods of monitoring staff performance so that staff understand exactly what they need to do, to continually improve their teaching.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector had a tour of the premises and spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and her deputy and had a discussion with a local authority advisor. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Val Aspinall

Inspection findings

Effectiveness of the leadership and management requires improvement

Overall, staff are well qualified and experienced. However, sometimes staff fail to consider or implement a range of strategies to support children's emotional well-being. In addition, staff do not always get detailed feedback to help them continually improve their teaching. The manager has a sound understanding of the requirements she must meet, she swiftly informs appropriate agencies when circumstances require her to. Staff are deployed well and adult-to-child ratios are maintained throughout the day. Risks are assessed and monitoring is thorough, detailed records are kept and shared with parents. Staff have a good understanding of child protection. They follow effective procedures to identify and refer any concerns they have for children's welfare, and regularly update their knowledge through training. Safeguarding is effective.

Quality of teaching, learning and assessment requires improvement

Assessment of children's development on entry is inconsistent. While staff regularly observe what children can do and track their progress, they do not always have a clear starting point to plan from. Children who need extra help to catch up with their peers do not make quick enough progress, as a result. That said, the manager monitors children's overall progress and identifies areas for improvement. For example, new resources and planned, adult-led activities help to boost children's attainment in mathematics. Children develop good physical skills, they cut with scissors and thread pipe cleaners through pasta or cereal hoops. Babies explore a range of sensory items. Pre-school staff work in small groups to effectively support children's thinking and listening skills. For example, children enjoy a story and think about how big a rainbow might be.

Personal development, behaviour and welfare require improvement

Children who need help to participate in learning activities and nursery routines are not always effectively supported. Staff do not always fully consider how they can meet each child's unique needs. Despite this, staff are kind and playful. Children enjoy being with their key person and are well supervised. Babies enjoy cuddles as they have a bottle or fall asleep. New children who are fretful, settle when staff play counting and jumping games with them. Children behave well, they listen to staff and like to help sweep up before lunch. Children enjoy healthy meals and prolonged outdoor activities. They learn to climb and balance and know how to hold scissors safely. However, they do not always learn about each other's cultures and unique family circumstances.

Outcomes for children require improvement

In the main, children learn the skills they will need to continue their learning at school. They show a desire to explore and communicate and learn to manage their own care needs independently. They are full of fun and enjoy being with their friends. However, children who need help to catch up with their peers do not make fast enough progress.

Setting details

Unique reference number	EY483066
Local authority	Wigan
Inspection number	1113715
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	42
Number of children on roll	90
Name of registered person	Appy Little Plums Ltd
Registered person unique reference number	RP909634
Date of previous inspection	20 September 2016
Telephone number	01942 602 010

Appy Little Plums Ltd registered in 2014. The nursery employs 15 members of childcare staff who hold appropriate early years qualifications at level 2 or level 3, including two with level 4 and one with level 5. The nursery opens Monday to Friday, all year round, from 7am until 6pm. The nursery also provides before- and after-school care, from Monday to Friday. These sessions run from 7am until 9am and from 3.15pm until 6pm. The nursery provides funded early education for two-, three- and four-year-old 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

