

# Apple Wood Children's Nursery

The College Of West Anglia, Tennyson Avenue, King's Lynn, Norfolk PE30 2QW



<b>Inspection date</b>	24 January 2019
Previous inspection date	20 May 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of 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 is a provision that requires improvement

- Adult-guided activities, particularly for older children, are not well planned and delivered to support the differing learning needs of individual children so that they make the best possible progress.
- Support and opportunities to help children who speak English as an additional language to make good levels of progress in their learning are not embedded and effective.
- On occasion, records about children have not been kept fully up to date.

### It has the following strengths

- Staff keep parents and carers well informed. They provide lots of opportunities for them to be involved in their children's care and learning in the nursery and at home. Parents share positive feedback about their children's experiences and the individual support that they have received from the staff in the nursery.
- Children's personal routines are closely followed to support their emotional well-being. Settling-in procedures, and transition arrangements for children moving up within the nursery, are managed effectively.
- Children of all ages build secure emotional relationships with staff. Staff encourage independence. They praise children and support them to behave well.

## What the setting needs to do to improve further

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

	Due date
improve opportunities for children who speak English as an additional language to increase use of their home language in play and learning, and support these children to develop the communication and language skills they need for their next steps in learning	31/03/2019
improve the quality of teaching, particularly when delivering adult-guided activities, and help staff to reflect on different ways that children learn, to provide all children with appropriate support and challenge	31/03/2019
ensure accurate records are maintained at all times.	04/02/2019

### Inspection activities

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

### Inspector

Dawn Pointer

## Inspection findings

### Effectiveness of leadership and management requires improvement

Recruitment and vetting procedures are thorough. Clear policies and procedures support the operation of the nursery. Arrangements for safeguarding are effective. Staff hold child protection and first-aid certificates. Management and staff have a secure knowledge of the signs of abuse and the action to take if they have concerns about a child. Overall, these procedures are adhered to. However, on one occasion, up-to-date records have not been maintained. The manager monitors the educational programme and the progress of different groups of children. She oversees staff practice and carries out regular supervisions. Areas for improvement have been identified, but not fully actioned. For example, arrangements have recently been put in place to support specific groups of children. However, these do not go far enough to narrow the gaps in learning for all children, particularly those who speak English as an additional language.

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

The quality of teaching within the different age groups is variable. Some staff capture children's imagination and encourage them to explore resources, such as play dough and sand. However, at other times, staff do not deliver adult-guided activities with the older children to a good level. As a result, all children are not supported to make good progress in their learning. Despite this, staff obtain a broad range of information about the children before they start. They make regular observations of children's achievements. Timely assessments are carried out to identify the progress of individual children. Staff present good-quality toys and resources linked to the children's interests for them to freely choose from. Staff get down to the children's level and play alongside them.

### Personal development, behaviour and welfare require improvement

Weaknesses in the quality of teaching have an impact on children's ability to make consistently good progress across all areas of learning. Despite this, children behave well as staff are calm, positive role models and provide children with clear boundaries. Older children help to put toys away as they learn to take care of their environment. Younger children settle well because staff offer reassurance and cuddles, and closely follow routines from home. All children enjoy healthy meals, learn to wash their hands and have a go at using cutlery correctly. They have daily opportunities to be outside in the fresh air. They find out about their local community and learn about feeding the birds in winter, for instance, when they go on walks to the local sensory garden.

### Outcomes for children require improvement

Children make steady progress and develop some key skills needed for the next steps in their learning. However, variations in the quality of teaching do not help all children to make the best possible progress. Nevertheless, children learn to be independent and freely choose activities. They confidently join in with familiar songs and action rhymes, and listen to instructions. Babies express themselves confidently through gestures, expressions and sounds. Children develop physical skills as they pedal and manoeuvre wheeled toys, and they use counting skills as they line up toy cars.

## Setting details

<b>Unique reference number</b>	254313
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10081369
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	The College Of West Anglia Governing Body
<b>Registered person unique reference number</b>	RP523836
<b>Date of previous inspection</b>	20 May 2016
<b>Telephone number</b>	01553 815348

Apple Wood Children's Nursery registered in 2001. The nursery employs 15 members of childcare staff, all of whom hold appropriate early years qualifications from level 2 to level 6. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 5.30pm. 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.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

