

Apple Tree Day Nursery

593 London Road, Portsmouth, Hampshire PO2 9SD



Inspection date 29 July 2019
Previous inspection date 5 April 2016

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

Summary of key findings for parents

This provision is inadequate

- Staff do not support children's good health. They do not ensure children learn effective handwashing procedures, for example, to minimise cross-contamination and help keep themselves and others in good health. This compromises children's well-being.
- The owner and manager do not effectively supervise staff. They do not identify where staff practice is good or requires more support. As a result, the quality of teaching is not consistently good and some staff lack knowledge of wider safeguarding issues.
- Staff do not suitably challenge or stimulate children. At times, staff do not manage children's behaviour effectively and this does not ensure the environment is safe for others.
- Staff do not make the most of daily routines and activities to support children's learning. Sometimes children have to wait unnecessarily and staff do not meet their needs promptly. This has a negative effect on children's behaviour and well-being.
- Staff make observations of children's learning and development electronically. However, these are not always accurate enough to help staff support children's learning effectively. Staff do not explore further ways to ensure that all parents receive enough information about their children's learning to enable them to support this at home.
- Children have access to an outdoor learning environment. However, the organisation of this area does not effectively help staff to support children's learning.

It has the following strengths

- Children enjoy their time at nursery, playing with their friends. They effectively communicate and develop social skills as they play.
- Staff plan for children's needs as they move between groups at the nursery. Children receive appropriate support as they move to a different key-person group.

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
ensure that supervision of staff is effective in identifying the support they need to improve the quality of their practice and meet the needs of all children	28/08/2019
ensure all staff are aware of promoting good health and good hygiene procedures and use these effectively to minimise cross-contamination	28/08/2019
ensure all staff know how to manage children's behaviour effectively and how to keep all children safe as they play.	28/08/2019

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

- ensure staff develop effective partnerships with parents and staff at other settings children attend, to provide consistency for children's care and learning
- improve the daily routines of the nursery so children have their needs met at all times and do not wait around unnecessarily, and so they make the most of their learning time in the nursery
- review and improve the learning environment so that children who prefer to learn outdoors receive support in all areas of their learning
- ensure all staff have the necessary skills and knowledge to accurately complete observations of children's learning and development and monitor the progress they make in order to improve outcomes for children.

Inspection activities

- The inspector observed the staff and children as they played. She listened to their interactions and talked to them at appropriate times.
- The inspector completed joint observations of staff practice with the manager and owner. She held discussions with the staff, manager and provider in relation to observations of children's play, learning and progress.
- The inspector sampled documentation, including children's records and suitability checks.
- The inspector spoke to parents available on the day of inspection and took note of their views.
- The inspector viewed areas of the house and garden used for the care of children.

Inspector
Emma Dean

Inspection findings

Effectiveness of leadership and management is inadequate

The process for recruiting staff follows safe procedures. However, ongoing supervision is not effective in identifying where the quality of staff practice needs improving. The manager has some idea where weakness occur but support is not effective in raising the quality of teaching. Safeguarding is not effective. Staff do understand their role in child protection and what procedures they should follow if they have any concerns about children's welfare. However, they do not have a secure understanding of more-recent safeguarding issues, which does not support children's safety and welfare. The owner does not effectively evaluate the quality of the provision to identify the strengths and areas for improvement. She does not seek parents' views to gather their opinions. This was a recommendation raised at the previous inspection that has not been addressed. Staff do not fully establish partnerships with parents. Some parents, for example, do not know who their children's key person is, which does not fully support children's care and learning. Staff do not develop effective communication and links with staff at other settings children attend, which does not ensure consistency in the outcomes for children.

Quality of teaching, learning and assessment is inadequate

Staff ask parents for information when their children first start about what they can do at home and what they need support with. Staff make observations of children's achievements but, at times, this is inaccurate and staff do not have a true picture of what children can do. Staff do not share observations with parents. This does not support continuity in children's learning or inform parents about the progress their children are making. Children enjoy activities, such as junk modelling. Staff use opportunities to talk to children about shapes and sizes, supporting their early mathematical development. However, not all children are encouraged to participate in activities and staff prevent younger children from joining in. This does not support children's learning. Large-group activities, such as story time, do not meet the needs of all children. For example, staff do not engage younger children and they become restless. Older children talk to their friends, rather than listen and engage with the story. Younger children enjoy water play, although there is no clear learning intention and staff do not make the most of opportunities that arise to extend what children already know. Staff do not effectively support children who are learning English as an additional language. They do not have sufficient skills and knowledge to promote children's communication skills.

Personal development, behaviour and welfare are inadequate

Arrangements to promote children's good health are not effective. For example, children do not have access to soap to wash their hands. This has a negative impact on children's understanding of effective hygiene routines. Children have access to a range of resources to support their learning and development. For example, an inviting role-play post office and shopping area is set up, although on the day of inspection no children were seen playing in the area. Staff do not effectively support those children who prefer to learn outdoors. Older children dominate the outdoor space, leaving younger children watchful. Staff do not intervene to engage or interact with children. At times, children's behaviour is poor. The nursery is secure. Arrangements to enter the building are

designed to keep children safe. Staff complete risk assessments to help identify and minimise hazards to children. However, staff do not notice that children do not have anything to dry their hands with and they drip water onto the floor. This is a slip hazard. Staff provide children with a range of nutritious snacks. Poor partnerships with parents mean that healthy meals are not always supplied for children to eat at the nursery. Additionally, staff do not give children their drinks at lunch. This has an impact on children's good health. Children learn about other cultures and celebrate some festivals. This helps them learn about different people in the wider world.

Outcomes for children are inadequate

Children learn about the shape of letters, although this is not consistently taught to be able to support children's early reading and writing skills effectively. Older children enjoy the company of their friends, although those children who are learning English as an additional language do not learn to communicate effectively with their friends. Younger children develop some independence, such as when they wipe their own noses when asked to. However, they do not learn about their own good health. Children learn about numbers and counting, which supports their early mathematical development. However, as a result of weaknesses in the quality of teaching and inaccurate observations of children's learning, they do not have all the skills they need to be able to confidently move on to school. Not all children make the progress they could from their starting points and outcomes for children are not good.

Setting details

Unique reference number	EY319828
Local authority	Portsmouth
Inspection number	10073619
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 8
Total number of places	38
Number of children on roll	41
Name of registered person	Oatley, Mrs Sharon Lesley
Registered person unique reference number	RP512484
Date of previous inspection	5 April 2016
Telephone number	02392 652111

Apple Tree Day Nursery registered in 2006. It is in Portsmouth, Hampshire. The nursery is in receipt of funding for free early years education for children aged two, three and four years. It is open Monday to Friday, from 7.30am to 6pm, throughout the year. There are six staff, including the owner, who work with the children. Of these, five hold early years qualifications at level 3.

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