

Inspection of Apple Wood Children's Nursery

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

Inspection date:

12 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

The quality of education is variable. Staff working with pre-school children do not provide enough challenge or stimulating activities that engage and interest them. Although they talk to children as they play, interactions tend to be mundane and do not inspire awe and wonder. Children who speak English as an additional language are not consistently well supported. They do not have opportunities to develop and use their home language in play and learning. Pre-school children listen to staff and follow instructions. They behave well and enjoy themselves. Older children show that they feel safe and secure.

Staff working with babies do not always ensure practice is tailored to support babies' individual needs. At times, when babies become distressed, they do not always receive the prompt attention and reassurance they need. This affects their confidence to build a settled relationship to help them feel safe and secure. However, children in the toddler room form strong bonds with staff and benefit from a thoughtfully-planned curriculum. They eagerly choose stories to share with staff and join in with actions to songs.

Since the last inspection, some steps have been taken to address the weaknesses identified. However, weaknesses in leadership and a number of staff changes mean there has not been a focused drive to improve the quality of teaching.

What does the early years setting do well and what does it need to do better?

- Leaders have sought advice and guidance from the local authority to address the weaknesses identified at the last inspection. However, staff have not received effective support to focus and drive improvements in practice. Although staff have received some training, this has not yet had a positive impact to improve the quality of teaching.
- Staff have made some changes to promote home languages in the nursery for children who speak English as an additional language. However, this is not consistent to provide support and reassurance for children. For example, staff do not plan effectively to use familiar words from babies' home languages when they first start. Older children do not have reasonable opportunities to use their home language in play and learning.
- Staff working with babies do not always adapt nursery routines to meet babies' needs. For instance, on the day of inspection, a number of babies were left to play without adult interaction while routine nappy changes were completed. Although the staff-to-child ratios were met, staff were occupied with other duties and did not deviate from this to offer reassurance to babies who became upset. However, staff provide babies with a good range of activities that encourage them to explore. Babies have lots of space to move around and this helps them

to make good progress in their physical development.

- Staff in the pre-school room have made changes to the way that they assess children's progress and plan for their individual next steps in learning and development. Although staff know what children need to learn next, teaching is not consistently good to inspire and engage children. Group activities lack challenge and interest, resulting in children moving away quickly. Staff count building bricks with children. However, they do not model the correct language for three-dimensional shapes children use, such as 'cone', 'pyramid' and 'cuboid'.
- Staff working with toddlers know them well and follow their lead in play. Staff are focused on what toddlers do and successfully adapt activities to reflect their interests. They read books to them using good expression that holds their attention. Staff help them to learn the sequence of numbers as they count objects in the book. Toddlers confidently join in with actions to familiar songs and make choices about the songs they sing.
- Staff work well with parents. They share information regularly about children's progress in learning. They provide termly opportunities for parents to attend a stay-and-play session. Staff share ideas to support children's ongoing learning at home and gather information from parents about children's achievements at home. This provides staff with a good all-round view of children's progress. Parents are positive about the nursery and the staff. They state that they believe their children are well cared for.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training about safeguarding and child protection. They know the possible indicators that a child is being abused. Staff have a good knowledge of wider safeguarding issues. They know what to do should they have any concerns about a child's welfare. Leaders use effective recruitment and induction processes to help to assure the suitability of adults working with children. Staff complete daily checks and risk assessments that help to provide children with a safe environment.

What does the setting need to do to improve?

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

	Due date
ensure key-person arrangements, particularly with regard to staff working with babies, are effective, meet the individual needs of children and offer a settled relationship for each child	31/01/2020

improve opportunities for children who speak English as an additional language to develop and use their home language in play and learning	31/01/2020
improve the quality of teaching to provide all children with appropriate support and challenge that ignites their curiosity and enthusiasm for learning.	31/01/2020

Setting details

Unique reference number	254313
Local authority	Norfolk
Inspection number	10094526
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 3
Total number of places	52
Number of children on roll	63
Name of registered person	The College Of West Anglia Governing Body
Registered person unique reference number	RP523836
Telephone number	01553 815348
Date of previous inspection	24 January 2019

Information about this early years setting

Apple Wood Children's Nursery registered in 2001. The nursery employs 18 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.

Information about this inspection

Inspector

Gail Warnes

Inspection activities

- The inspector had a tour of the premises with the deputy manager and discussed how the curriculum is organised.
- The inspector spoke with staff and children at appropriate times during the inspection.
- A joint observation was completed with the deputy manager.
- The inspector held meetings with the deputy manager and the nominated individual. She looked at relevant documentation and evidence of the suitability of the adults working in the setting.
- Written feedback from parents was provided and these views were taken into account.

We carried out this inspection 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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