

# Inspection of Apple Tree Day Nursery

593 London Road, Portsmouth, Hampshire PO2 9SD

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Inspection date: 27 January 2020

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

Managers and staff have worked closely with the local authority to meet the actions and recommendations raised at the last inspection. Significant improvements have been made to the quality of children's care and learning. Staff have successfully reorganised the nursery so that younger and older children have their own designated play areas. Children now have access to age-appropriate, accessible resources that cover all areas of the curriculum. Staff have introduced real-life objects and food that inspire children to play imaginatively. They have developed younger children's interest in books. For instance, children enjoy sitting in a new play tent with cushions while listening to stories. Children confidently and independently choose what they want to play with and have become motivated learners. The changes that have been made to the organisation of the playrooms and the key-person system have improved how staff observe and assess children's development. Staff have high expectations for every child. Children are happy and settled in the nursery. Staff have improved how they manage children's behaviour. They are positive role models, supervise children well to keep them safe and are attentive to their individual care needs.

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

- Managers and staff ensure there is a well-designed and ambitious curriculum. Overall, the quality of teaching practice is good. Staff use the choices that children make to extend their learning. They confidently lead group activities and encourage older children to remember and talk about what they understand and know. Children develop the knowledge and skills they need for future learning. They are keen to learn, listen and concentrate well, and widen their vocabulary. Staff adapt activities so that they are achievable for all children, to include those with special educational needs and/or disabilities. For example, they include all children well while reading stories about a tiger and teaching children the sounds of letters of the alphabet. However, managers do not consistently coach and support all staff as effectively as possible to enhance the good teaching practice demonstrated by most staff.
- Staff have improved how they support children's learning outdoors. Older children eagerly respond to questions that staff ask them about numbers and colours while playing a game of quoits. They develop good physical skills. For example, they practise standing on one leg while skilfully throwing and catching balls with a member of staff.
- Managers make good use of pupil premium funding to meet children's individual needs. For example, they obtain resources that are linked to children's individual interests and widen the experiences they have at home. Any gaps in children's learning and development are rapidly identified and reduced.
- Children develop close relationships with their key person and other children.

The reorganisation of the nursery has enabled staff to adapt and improve children's care routines so they no longer have to wait. Staff have improved hygiene procedures. Older children independently use soap dispensers and hand driers, which have been fitted at their level.

- Children behave well. Parents say that staff have really helped their children learn to cooperate. Staff help children to gain confidence, form friendships and develop social skills. Older children are very polite and remember to say 'please' and 'thank you'.
- Managers have made improvements to the opportunities for staff to develop their professional skills and this has been particularly effective in supporting them to manage children's behaviour more effectively. However, the arrangements to continually enhance the quality of teaching are not fully embedded. Managers fully support staff well-being.
- Partnerships with other early years settings and parents have improved. Staff work well with parents to meet children's individual care needs and involve them in children's learning. Parents also say that their children really enjoy being at the nursery, and they have made good progress. However, managers do not include parents in self-evaluation, to inform further continuous improvement to children's care and learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers have a good understanding of safeguarding procedures. They ensure that staff also understand and follow the procedures. All staff have recently received safeguarding training through the local authority. They know what to do if they are concerned about a child's safety. Staff risk assess the premises, activities and outings to keep children safe. They work well as a team during regular fire drill practices to swiftly evacuate younger children from the first floor playrooms. Staff teach children about how to stay safe, for instance, while learning to use scissors and playing outdoors.

## **What does the setting need to do to improve?**

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

- coach and support staff to further improve the good teaching practice across the nursery to a consistently good level, so that all children benefit from challenging experiences
- improve parents' involvement in self-evaluation to further inform continuous improvement to the quality of children's care and learning.

## Setting details

<b>Unique reference number</b>	EY319828
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	10124187
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 to 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Oatley, Mrs Sharon Lesley
<b>Registered person unique reference number</b>	RP512484
<b>Telephone number</b>	02392 652111
<b>Date of previous inspection</b>	29 July 2019

## Information about this early years setting

Apple Tree Day Nursery registered in 2006. It is located in Portsmouth, Hampshire. The nursery receives funding for the provision of free early years education for children aged two, three and four years. It opens Monday to Friday, from 7.30am to 6pm, for 51 weeks of the year. There are six staff, including the owner, who work with the children. Of these, five hold early years qualifications at level 3.

## Information about this inspection

### Inspector

Cathy Greenwood

### Inspection activities

- The inspector observed children taking part in indoor and outdoor activities.
- The inspector talked with children, staff, parents and managers during the inspection.
- The inspector completed a joint observation with the manager in the outdoor play area.
- The inspector discussed self-evaluation and improvements that have been made since the last inspection.
- The inspector looked at a sample of documentation.

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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