

# Inspection of The Apple Tree Day Nursery and Preschool

Norwich Road, Attleborough, Norfolk NR17 2JX

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Inspection date:

1 July 2021

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## **Overall effectiveness**

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## **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

Not applicable

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

### The provision requires improvement

Children say goodbye to their parents and carers at the front door and are generally happy to come into nursery. They are given a cuddle and reassurance when they are unsettled. However, children are unable to develop secure relationships with staff as staff move between the rooms. Children explore their environment and help themselves to toys and resources. Toddlers enjoy experimenting with soft balls, eagerly using a spoon to pick them up and then place the balls into a cupcake tray. However, children's play and learning are occasionally interrupted, for example, when staff take children out of the room for a routine nappy change. Older children listen to staff and follow instructions. They are eager to take part in adult-led activities. For example, they watch what happens when staff pour hot water onto colourful sweets. However, children are unable to become deeply involved due to the organisation of activities.

Children of all ages benefit from regular opportunities to be outdoors. They are busy and active in the fresh air. Babies and toddlers enjoy sitting on the rocking see-saw while staff sing songs. Older children enjoy joining in with imaginative games with staff, such as running away and hiding from 'the wolf'. They use their hands to explore the soil in the outdoor kitchen. Children delight as they find a worm and are keen to show others what they have found. They experiment with paint and cornflour 'gloop'. Children are encouraged to share and take turns. Older children help staff to tidy away the toys before a group story.

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

- Children are assigned a named member of staff as their key person. However, due to recent staff changes, the key-person system is not effective. Some staff move between rooms. This means that children have limited opportunities to develop positive and trusting relationships with their key person. In addition, children's individual learning needs are not fully met as staff working with the children are not always aware of how to support their learning.
- The provider does not ensure that procedures for dealing with concerns or complaints are consistently followed. A written record of complaints is not always kept and, at times, the parent does not receive an outcome of their complaint.
- Staff communicate well with each other to share what they are going to do next, such as changing children's nappies. However, they do not consistently support children's learning. For example, there are times when staff take younger children away from activities to carry out daily routines. This means that children are not able to finish their chosen activity to their own satisfaction.
- Parents express their thoughts about the nursery. They comment that staff gather information about what their child knows and can do when they first

start, and that staff generally exchange information with them about their children. Some parents share that there are times when they are not aware of which staff have been caring for their children.

- Staff do not support all children to be successful learners. They do not adapt group activities sufficiently. For example, more confident children dominate staff's attention and quieter children are unable to fully join in. At times, some children lose interest and lapses in behaviour occur.
- Staff respond to any unwanted behaviour quickly. They talk to children in a calm manner and remind them of the nursery rules, such as using 'kind hands'. Children are helped to understand right from wrong.
- Children freely access books, indoors and outside. They have suitable opportunities to develop their early writing skills. Older children are keen to identify familiar letters in their name and have a go at copying them. Children listen and respond as staff ask questions. Staff model new vocabulary for the children. Children enjoy their conversations with staff.
- Overall, staff encourage children to be independent and do things for themselves, ready for when they move on to school. For instance, toddlers find and put on their slippers and older children use the toilet on their own. Children are familiar with the daily routines. They learn about healthy practices, such as handwashing before eating, and experience sociable mealtimes.
- Staff complete daily checks on the premises to ensure that all areas used by the children are safe and suitable. They supervise children at activities. Staff obtain information about children's dietary requirements and allergies, to ensure that they do not eat anything that could cause them harm.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of child protection issues. They know the correct procedure to follow should they have any concerns about a child's welfare. Posters are displayed around the setting to remind staff of relevant contact details. The manager follows secure recruitment processes to ensure staff are suitable to care for children. For example, she ensures that staff have references and complete a thorough induction when they initially start their employment.

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

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

	<b>Due date</b>
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ensure staff tailor children's learning to meet their individual needs, and develop secure relationships with children and their parents	01/09/2021
ensure that the procedures for dealing with concerns and complaints from parents and/or carers are followed, and keep a record of any complaints and their outcome.	02/08/2021

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

- focus more precisely on the arrangements for daily routines, particularly for younger children, so that they can complete their chosen activity to their own satisfaction
- support staff to review and develop further the organisation of group activities to enable all children to fully join in.

## Setting details

<b>Unique reference number</b>	2625273
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10197297
<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 at time of inspection</b>	1 to 4
<b>Total number of places</b>	53
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Golden Apples Day Nursery Limited
<b>Registered person unique reference number</b>	RP552696
<b>Telephone number</b>	01953453316
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Apple Tree Day Nursery and Preschool registered in 2021. The nursery is part of a group of settings owned by the same provider. The nursery employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one at level 5 and four at level 3. The nursery opens from Monday to Friday for 51 weeks each year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Karen Harris

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- This inspection was carried out following the risk assessment process.
- The provider, nursery manager and inspector completed a tour of the nursery and discussed how the early years provision and curriculum are organised.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out joint observations together.
- Parents shared their views of the nursery with the inspector in discussion and the inspector took these into account.
- Staff and children spoke to the inspector at appropriate times throughout the inspection.
- A meeting was held with the provider and manager. The inspector looked at relevant documentation and evidence of the suitability of staff.

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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