

# Inspection of Apple Wood Children's Nursery

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

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Inspection date: 24 August 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### **The provision is good**

Children are settled, happy and engaged in their chosen activity. They demonstrate that they feel safe and secure. Babies confidently explore dried oats and play dough. They beam widely at staff, who sensitively follow their lead in play. Older children eagerly play games and talk to staff, such as when they share what they know about healthy foods. They remember what they have learned about good oral hygiene, telling staff that chocolate is not healthy and will rot their teeth.

Babies move about freely and safely. They learn how to climb the soft padded steps and are intrigued as they roll balls through the tunnel and down the slope. Older children show respect towards each other as they play. For example, when they wish to use a specific ball for a game, they offer an alternative when they find that the ball they need is being used. Children enjoy chopping vegetables and mixing dough to prepare pizza to eat with their friends at snack time. They follow good hygiene routines and learn how to handle knives safely. Children enjoy listening to stories and looking at books throughout the day. Staff have created a library in the nursery, where children choose books or games to take home and share with their parents.

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

- Leaders have promptly sought guidance and support from the local authority to help to address the weaknesses identified at the last inspection. Staff have attended training to develop their knowledge and skills and improve practice. The team has reflected and made changes to the organisation of the nursery which help to create a calm environment.
- Staff know what leaders intend for children to learn and achieve at the nursery. The education programmes are clearly sequenced to help children to build on what they already know and can do. This helps children to be ready for the next stage in their learning and life in modern Britain.
- Leaders ensure that staff receive regular coaching, training and support to enable them to develop their practice. Staff state that they feel well supported in their roles, particularly during the challenges and uncertainties of the COVID-19 (coronavirus) pandemic.
- Staff take time to get to know babies and their home routines well. They organise carefully planned settling-in sessions that reflect each child's individual needs. Babies smile widely as they roll play dough with staff. They repeat words that staff say, such as 'roll' and 'tap'. Staff understand the importance of singing songs and rhymes to support babies' communication and language skills. They sing songs throughout the day that reflect children's actions and interests. They observe children as they play, and plan how to develop and support emerging interests to extend children's learning and enjoyment.

- Parents are positive about the nursery and staff. They state that they are well informed about their child's progress and what they need to learn next. Parents appreciate staff's efforts to maintain contact during the COVID-19 lockdown periods. Staff also provided resources and ideas to continue children's learning at home. Parents state that their children are happy to attend and enjoy their time at the nursery.
- Staff have developed their understanding of how to help children who speak English as an additional language. For example, they work closely with parents to learn key words and phrases in children's home languages. Parents comment about their children's growing confidence to talk to them in English.
- Staff working with children with special educational needs and/or disabilities are knowledgeable and work closely with parents and other professionals. They provide targeted support to meet children's specific needs and help them to make progress in their learning.
- Sometimes, during small-group activities, staff allow some children to dominate and shout out answers to questions. This means that quieter children do not have the chance to share their thoughts and what they know.
- Staff talk to children as they play. They ask questions and narrate children's actions. However, staff are not always ambitious in the language they use when talking with children to extend their vocabulary more widely.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff receive regular training about child protection and safeguarding issues. They follow robust recruitment processes to help to ensure that adults are suitable to work with children. Staff confidently fulfil their role to protect children from harm. They know the possible signs of abuse and what to do should they have any concerns about a child. Staff receive regular updates about wider safeguarding issues, such as the risks of children being exposed to extremist views. They ensure that the premises are safe and secure. For example, they clear up spilled sand promptly and explain the reasons why to children.

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

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

- improve small-group activities so that all children have equal opportunities to join in and express their ideas
- enhance staff understanding and practice of how to help children to develop a wide and varied vocabulary.

## Setting details

<b>Unique reference number</b>	254313
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10131832
<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 at time of inspection</b>	1 to 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	The College Of West Anglia Governing Body
<b>Registered person unique reference number</b>	RP523836
<b>Telephone number</b>	01553 815348
<b>Date of previous inspection</b>	12 November 2019

## Information about this early years setting

Apple Wood Children's Nursery registered in 2001. The nursery employs 12 members of childcare staff. All staff hold appropriate early years qualifications from level 2 to level 4. 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

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager and the inspector had a learning walk together and discussed how the curriculum is organised.
- The inspector carried out a joint observation with the manager. She spoke to the staff and children at appropriate times during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- A number of parents spoke to the inspector and their views were taken account of.

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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