

Inspection of The Apple Tree Day Nursery and Preschool

Norwich Road, Attleborough, Norfolk NR17 2JX

Inspection date: 6 April 2022

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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children separate from their parents and settle quickly to play in the welcoming environment. They show that they are happy at the nursery. Children of all ages confidently move around their rooms, making decisions about what they want to do. Babies show that they feel safe as they cuddle up to members of staff or move about to investigate their immediate environment. They explore coloured rice with their hands and independently look at board books. Older children develop friendships and enjoy playing together. They were keen to approach the inspector and talked about their family and experiences from home. Two-year-old children join in actively when staff sing familiar action songs. They enjoy being outside, where they kick balls, explore the sand and climb on the pirate ship. Children are imaginative. They find sticks outside and decide to use these indoors to paint with. Staff acknowledge even the smallest achievements. They offer lots of praise and build children's confidence as they do so.

Babies' individual routines are sensitively followed. Staff engage well with babies, singing songs to support routine activities, such as handwashing before eating snack. When younger children wake from their sleep, staff immediately soothe them and give them the reassurance they need to return quickly to activities.

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

- Staff continually monitor and evaluate the environment. They make positive changes to develop and improve the nursery further. Staff notice what children are interested in and what they like to do. They use these interests to help children to learn through play. However, there are occasions when staff do not challenge or extend children so that they achieve as much as they can from every potential learning opportunity.
- Staff fully support children to settle when they first start at the nursery, and transitions between rooms are well managed. Pre-school children listen and respond well to staff's instructions. They are given notice of when activities need to change. This supports children's enjoyment of activities and completing them to their own satisfaction.
- Children develop their independence. They learn basic self-care skills, including the importance of good hygiene. Pre-school children have a go at completing tasks for themselves, for example fastening the zip on their coat before going outside. Staff are close by to supervise children and offer support when needed.
- Staff have a good understanding of what children can do and what they need to learn next. However, there are times, particularly during adult-led activities, when staff over-direct children. For example, they give too many instructions and do not allow enough time for children to follow their own interests.
- The provider is committed to building partnerships with parents and has

reflected on how best to develop the communication. Parents express their thoughts about the provision and comment positively on their children's experiences. They value the information that staff share about their children's day.

- Staff receive supervision meetings that help to provide support for their professional development. They have opportunities to complete training to further develop their understanding and skills.
- Children enjoy a range of freshly cooked meals as part of a healthy and balanced diet. They like being with each other and talking to the staff as they eat their snacks and meals together. These positive and social experiences help children to feel a strong sense of belonging.
- Staff help children to develop their communication and language skills. They talk to children as they play, asking older children questions as they explore the toys and resources. Staff reinforce the correct words for objects, for example when young children begin to identify animals. Children enjoy listening to stories read by staff.
- Two-year-old children delight in exploring aspects of the natural world. They excitedly point out the fish that are swimming around the tank and are eager to look at the tadpoles in a container in their room. They ask staff if they can hold the Giant African land snail and watch in awe as it begins to come out of its shell.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have a good understanding of their responsibility to keep children safe. Comprehensive recruitment procedures are followed, and staff are appropriately vetted. New staff receive an appropriate induction. Robust child protection policies and procedures are in place, which are adhered to. These include the procedure to follow should there be an allegation against a staff member. Staff receive regular training in child protection. They can recognise possible indicators of abuse and understand the risks posed to children by exposure to extreme views or practices. Staff know the procedures to follow to report concerns, should they feel that a child's well-being is at risk.

What does the setting need to do to improve?

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

- support staff to challenge and extend children's learning to ensure that children achieve as much as they can
- extend the opportunities for children to contribute their own ideas and follow their own interests.

Setting details

Unique reference number	2625273
Local authority	Norfolk
Inspection number	10233085
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 at time of inspection	0 to 4
Total number of places	50
Number of children on roll	46
Name of registered person	Golden Apples Day Nursery Limited
Registered person unique reference number	RP552696
Telephone number	01953453316
Date of previous inspection	1 July 2021

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 seven members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, one holds a qualification at level 5 and three hold qualifications 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

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager completed a learning walk with the inspector and discussed their curriculum and what it is they want their children to learn.
- 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.
- Children and staff spoke to the inspector at appropriate times throughout the inspection.
- Parents shared their views on the nursery with the inspector in discussion and the inspector took these into account.
- The inspector spoke with the manager and the provider's representative about the leadership and management of the nursery. A sample of documents, including evidence of staff's qualifications, training and suitability, were viewed.

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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