

Inspection of Apple Blossom Day Nursery

St. Catherines Court, 2 & 3 Timber Beach Road, Sunderland Enterprise Park,
SUNDERLAND, Tyne & Wear SR5 3XJ

Inspection date:

20 May 2022

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and feel safe in the nursery environment. They are confident to approach the friendly staff and ask for help if they need it. Parents talk about the support they receive from staff and enjoy hearing about their child's day during the daily feedback.

Staff provide children with some exciting activities. Children confidently use bicycles and squeal with delight when they peddle fast down the hill. Children work together and encourage each other by shouting 'ready, steady, go'. Older children are eager to share their stories about Penshaw Monument and how they like to play outside at nursery. Younger children wave, smile and splash with the 'yellow ducks' in the water tray. Although the provider has clear intentions for the curriculum, this is not implemented consistently throughout the nursery. Staff do not always make the most of opportunities to help children develop the knowledge and skills needed to make good progress.

Generally, children behave well. Older children demonstrate thoughtful behaviour towards their friends. For example, they understand about sharing and take turns when playing with the police car outside. They wait patiently until their friends have finished before they have another go. However, children in the two-year-old room receive inconsistent messages about what is expected of them and occasionally disengage during experiences throughout the day.

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

- Some aspects of the curriculum are promoted well. Younger children learn to make marks with paints, and older children learn to recognise and write some letters in their name. However, the curriculum is not consistently implemented to support all children's learning, in particular, in their communication and language development. Although staff plan opportunities for groups of children, they do not focus precisely enough on individual children's next steps in learning. In addition, staff's use of language is not always consistent. For example, staff question children too much and do not allow them enough time to respond. They often use immature language, meaning that children do not always hear the right pronunciation of words, to extend their vocabulary further.
- Staff identify possible gaps in children's learning and talk about strategies that can be used to support children. However, these approaches are not consistent across the nursery. For example, staff do not always implement advice suggested by other professionals which would help children to make the best progress possible.
- At times, staff do not prepare for routine times of the day or spontaneous activities well enough. Children are waiting around, occupying themselves,

rather than joining in meaningful play. For example, they sit at tables where there is no activity or are expected to sit for a long time on the carpet. Children do not engage in learning consistently to develop their skills and their behaviour becomes restless.

- Children understand the importance of good hygiene routines. They wash their hands before meals and after playing outside, to support their physical health.
- Staff well-being is of paramount importance to the providers. They keep in regular contact with the team, support them through regular supervisions and have an open-door policy. Staff comment they feel supported and valued.
- Staff provide children with a variety of activities, including sand, water and building blocks. Children choose where they would like to play and talk about the activities they have been part of. For example, children look at photos of themselves and comment about the 'paintings' they 'made with bells' while at nursery.
- The provider recognises children need further support in developing their independence. However, experiences planned for children are not sufficiently focused on this development. For example, snack times are not used to best effect for children to complete tasks for themselves.
- There are times when children show high levels of concentration and perseverance, for example when they play in the sand and water trays, mixing and stirring. They watch and notice as the consistency changes and they start to make marks in the wet sand. This supports their learning well.
- Children of all ages engage well in imaginative play, based on their own experiences. They play together, making cups of 'tea', and pretend they are driving to the shops for bread. Staff support this by offering appropriate resources for children to use.

Safeguarding

The arrangements for safeguarding are effective.

Staff have access to child protection training. They talk about the policies and procedures they would follow in order to safeguard children. Staff demonstrate good knowledge of signs and symptoms of abuse. The premises are secure. Procedures are in place to ensure unfamiliar people are not permitted to enter the nursery. Regular risk assessments are carried out. For example, staff can clearly talk about the evacuation procedures in the event of an emergency. Children are taught about keeping themselves safe. Staff discuss relevant safety procedures and rules when children are climbing and playing outside.

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:

	Due date
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<p>plan and implement a suitably challenging curriculum which identifies the individual needs and interests of all children and supports their progress, particularly in communication and language.</p>	<p>20/06/2022</p>
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To further improve the quality of the early years provision, the provider should:

- consistently implement advice from other professionals to ensure children with special educational needs and/or disabilities access an ambitious curriculum that meets their individual needs
- help staff to consider how they can support children effectively as they move through their daily activities and routines so that they do not become restless and disengaged
- make the most of opportunities during routines and activities to enable children to develop their independence skills further.

Setting details

Unique reference number	EY450875
Local authority	Sunderland
Inspection number	10229626
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	53
Number of children on roll	48
Name of registered person	Apple Blossom Childcare Limited
Registered person unique reference number	RP529026
Telephone number	01915489000
Date of previous inspection	13 January 2017

Information about this early years setting

Apple Blossom Day Nursery registered in 2012. The nursery is open from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery employs 11 members of staff. Of these, 10 hold appropriate childcare qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sonia Berry

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The provider and the inspector carried out a learning walk together of the nursery and discussed how they intend to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The provider and the inspector carried out a joint observation of a small-group activity.
- Parents shared their views of the setting with the inspector through discussions.
- The inspector reviewed evidence of staff's suitability.

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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