

# Inspection of Apples & Pears Private Day Nursery

Back Lane, Smallwood, Sandbach, Cheshire CW11 2UN

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Inspection date: 21 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

Children arrive happy to start their day at this nursery. Children ask staff excitedly if the diggers are still nearby because they want to see what they are digging up. They talk about 'excavating' and continue to discuss what the digger is doing. Staff enable children to learn more about what interests them in the moment. This helps children to develop curiosity about what is happening in the world around them. Children seek out their friends as they access the activities already set up for them. They explore sensory experiences outside. Staff encourage children to experience different textures. They use words such as 'squishy', 'crumbly' and 'squelch'. This helps children to develop their vocabulary and learn more through different senses.

Children have good behaviour and staff help children to understand their own and others' feelings through talking with them. Children feel comfortable with staff and have good relationships with them. They listen to what children say and encourage conversations. Younger children settle well with staff when they become upset. Babies snuggle up with staff when having their milk feed. Children feel safe at this nursery.

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

- Staff focus on communication and language. Circle time is a positive experience where older children listen to each other. Staff ask questions such as, 'Can you tell everyone what you did yesterday?' This helps children to feel valued as staff are genuinely interested in what they have to say. However, younger children do not always benefit from the same level of interaction. Staff are very busy with other tasks and do not always take the time to engage in meaningful play and learning. This does not help babies to consistently build on what they already know.
- Staff support older children to develop their physical skills. Children ride bicycles and confidently negotiate obstacles outdoors. Younger children climb the slide as staff support them to position themselves safely to go down it. This helps children to build confidence in what their bodies can do. Staff encourage children to wait and watch as their friends mix a mud concoction with different small-hand tools. This helps children to learn from each other and develop concentration.
- Children's behaviour is good. Staff model positive interactions and expect children to show respect to others. When disagreements occur, staff intervene to support children with regulating their emotions. This helps children to begin to understand how their behaviour can impact others.
- There are opportunities for children to learn self-care skills at times. For example, older children access the bathroom and wash their hands independently. However, there are times where routines are not organised to

allow children to learn to do things for themselves. Staff serve and chop children's lunch and pour drinks for them. Babies are not able to learn to feed themselves at all mealtimes as they do not always have their own spoon or drink ready to access. Children do not have consistent opportunities to learn the skills they will need as they grow.

- The manager is mindful of staff workload. She has worked hard to reduce paperwork. Staff report good levels of well-being and enjoy their time at this nursery. They say the manager is approachable and supportive. This helps staff to feel valued.
- The management team has a range of experience and knowledge. They support children with special educational needs and/or disabilities very well. Good relationships with external professionals mean children have the support they need right from the start. This includes individual practitioners who are specifically trained to provide support within the nursery. This means that all children make good progress.
- Parents are very happy with the care and education their child receives at this nursery. They say they feel their children are safe here and they enjoy their time at the nursery. Parents report they are fully informed of their child's progress and know what they need to learn next.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have good knowledge of safeguarding processes. They know what would make them concerned about a child's safety and well-being and if they had concerns with a colleague's conduct. They are confident to report any issues in the correct manner. Staff update their safeguarding training regularly. The nursery is extremely well maintained and clean. Risk assessments are done regularly to ensure the nursery is safe for children and staff. The nursery has good security and unauthorised persons are not able to enter the building to pick up children.

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

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

- ensure staff are supported to improve the quality of teaching they provide to young children and spend more time doing this
- help staff to effectively and consistently support children to develop independence and self-care skills consistently across all age ranges.

## Setting details

<b>Unique reference number</b>	EY261050
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10129160
<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>	0 to 3
<b>Total number of places</b>	115
<b>Number of children on roll</b>	237
<b>Name of registered person</b>	W M Evans and Partners Partnership
<b>Registered person unique reference number</b>	RP904956
<b>Telephone number</b>	01477 500253 07709 657017
<b>Date of previous inspection</b>	14 April 2016

## Information about this early years setting

Apples & Pears Day Nursery was registered in 2003. The setting employs 35 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jasmin Sanders

## Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the provider.
- The inspector and manager undertook a learning walk of the setting and discussed the intent and implementation of the curriculum.
- The inspector reviewed comments by parents about their experiences of care, education and involvement at the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector held discussions to assess the effectiveness of safeguarding processes, self-evaluation and training.
- Assessments of children's progress from their starting points were discussed with staff to evaluate the impact of the curriculum on outcomes for children.
- The inspector and manager carried out a joint observation of practice.

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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