



# Applegarth Day Nursery

Inspection report for early years provision

**Unique Reference Number** EY311465  
**Inspection date** 21 March 2006  
**Inspector** Susan Riley

**Setting Address** Robey Close, Linby, Nottingham, Nottinghamshire, NG15 8AA

**Telephone number** 0800 0286544 or 0115 9631296

**E-mail**

**Registered person** Applegarth Day Nurseries Ltd

**Type of inspection** Integrated

**Type of care** Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Applegarth Day Nursery was registered in 2005. It is privately owned and operates from a converted unit on an industrial estate in Linby, close to Hucknall town centre. Children are cared for in individual group rooms according to their age and developmental stage. Children under three years are cared for on the ground floor. Provision for children over three years is provided on the first floor. All children share access to a secure enclosed outdoor play area.

A maximum of 125 children may attend the nursery at any one time. The nursery is open each weekday from 07:15 to 18:15 for 51 weeks of the year, closing only for Christmas week and all main bank holidays.

There are currently 115 children from five months to under 11 years on roll. Of these, 13 children receive funding for nursery education. Children come from the local and wider communities.

The nursery employs 18 members of staff to work with the children. Of these, seven hold appropriate early years qualifications and seven are working towards a qualification. The nursery receives support from the Nottinghamshire Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is effectively promoted as staff are vigilant about preventing cross-infection. Health and hygiene procedures are rigorously followed in all areas of the nursery with staff taking appropriate steps, such as wearing protective clothing, when changing children or serving meals. Children's daily routines teach them about good personal hygiene and children take increasing responsibility for this as they grow.

Children eat a range of healthy foods and snacks throughout the day. Menus are devised to offer a nutritionally balanced diet and provide children with a range of tastes and textures. Children eat their meals enthusiastically with children having additional helpings. All children benefit from meal times being pleasant, social occasions where their independence is fostered according to their age. Children begin to recognise foods that are good for them, especially the fruits or vegetables that are served for snacks. Children choose when to have drinks and snacks, as these are readily available to them, and this promotes their independence.

Children in all areas of the nursery are active. They enjoy the use of the outdoor play area and benefit because this can be used in all weathers. This means they can be active and have fresh air on a daily basis. Children enjoy a wealth of physical opportunities outdoors, such as riding wheeled toys and playing with balls. This ensures they are developing co-ordination and control of their bodies. Pre-school children additionally play some traditional games and take part in planned dance and movement sessions. Younger children have good opportunities to rest and relax according to their needs. Babies' individual routines for sleep and feeding are noted and respected, so offering continuity of care and supporting their emotional well-being.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children remain safe within all areas of the nursery because there are effective

systems in place to identify and minimise any risks, and thorough policies and procedures that guide practice. These are understood by all staff so that children are kept safe in line with health and safety requirements. Access to the nursery is closely monitored, ensuring only known adults are allowed entry. Rooms are thoughtfully organised to allow children space to play, whilst providing cosy areas for quiet times and relaxation. For example, within the baby room there is a designated area where immobile children can play away from older babies who are gaining mobility. Throughout the nursery arrangements for children to sleep ensure they do this in separate areas where they are not disturbed, so promoting effective rest. Sleeping babies are carefully monitored and checked at regular intervals. The outdoor area offers a stimulating and safe environment where children can run and play safely. Indoors, children access a good range of developmentally appropriate resources, many of which are stored at their height to promote independence and choice.

Children are not learning to keep themselves safe through regular fire drills. Pre-school children learn about various aspects of safety through topic work and through daily routines. For example, they are encouraged to hold on to the rail when climbing the stairs. Children are well protected by staff who have a clear understanding of their role within child protection and who to contact if they have concerns about a child. This ensures children's overall welfare is promoted.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time at the nursery and achieve well. Staff know the children as individuals and offer high levels of support to ensure they develop independence and confidence. Staff support play sensitively, offering guidance and praise and this encourages children to practise their new skills. Children make good progress in developing communication skills as staff spend time talking to them and providing activities that extend their use of language. Children sing a large repertoire of songs and enjoy story times. All children benefit from a range of sensory activities, appropriate to their age and ability, which encourages them to explore. Young children enjoy touching and playing with the cornflour and water, and watching as it changes from a solid back to a liquid.

Staff maintain warm and friendly relationships with the children and spend their time closely involved with them. Children are cared for in developmentally appropriate base areas, each of which is well-resourced with a very good range of toys and activities that help children explore and make sense of their world. The transition between rooms is planned and thoughtfully organised to ensure children are developmentally ready to move and are supported to settle in their new group. Babies and young children are beginning to benefit from planning and assessment systems based around the 'Birth to three matters' framework. Staff are currently attending training to enhance their knowledge in this area as this is not yet fully developed.

Nursery Education.

The quality of teaching and learning is satisfactory. Children are interested in the

wide range of activities provided, which ensures they remain engaged and are motivated to learn. The broad range of resources and activities available each day ensures that they make progress in all areas of learning. Children's personal and social skills are a particular strength as they rapidly develop confidence and independence. They make decisions, for example deciding which activity they wish to use, and select resources independently. They work well together and know the importance of co-operation, such as when two children work together to build with the small bricks.

Children are confident and skilled speakers, using words effectively to share their experiences in a small group or to negotiate roles within imaginary play. They enjoy listening to stories and select books to look at for their own enjoyment. Children enjoy mark making and older children are making progress in linking sounds to letters. All children use numbers and mathematical language confidently within their play because this is readily encouraged by the staff. Consequently children count competently and begin to solve number problems as they recognise how many more children can sit at the table. They enjoy sorting into colours and size. Children are curious and like to explore and question. For example, when playing with clay children ask questions about its texture. They show interest in the world around them, and show interest in the photographs of the local area. Children's physical skills are well developed through the daily use of a range of outdoor equipment that promotes their awareness of space and movement. Indoors, children develop hand-eye co-ordination through a wide range of activities such as fixing small bricks together. These activities inspires certain children who remain on task for an extended period and show obvious pleasure in their achievements, so raising their self-esteem. Children have good imaginations which are encouraged through the use of small world play, creative materials, music and dance. Children act out a scenario relating to babies and clinics, demonstrating how they make up their own stories based on what they know and have heard.

The nursery is in their first term of providing nursery education and planning is in the early stages and is being developed. Assessment records are not currently effective, as they are not in line with the stepping stones. Staff are not using the assessment records to inform their short term planning for moving children on to their next steps in learning. Due to children's attendance patterns they do not access the whole curriculum. However, good levels of staff support means children receive a balance of child-initiated and adult-led activities which means children learn through play. Staff generally use a good and varied range of teaching techniques that promote children's enthusiasm for learning. They use effective questioning techniques that help children think and reason within their play, so promoting their learning.

### **Helping children make a positive contribution**

The provision is good.

All children are warmly welcomed into the nursery where a variety of positive steps are taken to help them settle. For example, children see lots of displays and photographs that reflect the activities they have undertaken and they use individually named coat pegs and trays for their work. This helps children develop self-esteem

and a sense of belonging. Children behave very well and exhibit good manners at all times. They learn to play harmoniously with others, understanding the need to share and take turns. Older children begin to show care and concern for others, for example, by helping a younger child to fasten their coat before outdoor play. This positive approach ensures children's spiritual, moral, social and cultural development is fostered. Children's behaviour is fostered through the staff's use of sensitive techniques to help children deal with their emotions and reward systems that reinforce when they behave well. This helps children acquire appropriate attitudes and values.

Children benefit from the positive partnership staff develop with parents. Babies settle well because staff work closely with parents to ensure they follow the home routine and make time to exchange information daily. Staff continue to share important information throughout the nursery and provide daily feedback sheets indicating what each child has eaten and the activities undertaken during the day. A variety of further ways to involve and inform parents about the nursery, such as clear information displays, open days and newsletters, helps to keep parents informed.

The partnership with parents and carers of children who receive nursery education is good. In addition to all the other positive measures in place for the whole nursery they are encouraged to become involved in their child's learning through shared activities. For example, topic work is supported by parents as they encourage children to bring in items from home to support the topic.

## **Organisation**

The organisation is good.

Children benefit from effective recruitment and vetting procedures that ensure suitable staff work with them. Clear and supportive induction processes help staff settle into the nursery and to understand the policies and procedures. High priority is given to on-going training, which means children benefit from staff having up to date knowledge. Appropriate arrangements are in place to ensure sufficient staff work with the children and that unexpected absences can be covered. Effective use is made of ancillary staff to enable childcare workers to concentrate on their primary roles. The clear policies and procedures are known by staff so that children benefit from appropriate practice. Management take swift action to review these in the light of changing requirements. The system for recording children's attendance on a daily basis is not effective, and does not always demonstrate a true record of when children are present.

Leadership and management of the nursery education are good. The leaders have developed sound aims and values for the provision and have a clear vision for continuing their improvements for the children's care and education. They motivate staff and children, and are starting to build a committed team. The management team are well aware of the strengths and weaknesses for children's education and of what needs to be done to improve. Staff enhance children's care by being well organised and working well together. This means the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

There has been one complaint made to Ofsted since registration. A childcare inspector visited the setting on 20/03/2006. The following points were covered:- National Standard 1: Suitable person, National Standard 2: Organisation, National Standard 3: Care, learning and play and National Standard 14: Documentation. No further action was needed as a result of the visit. They continue to meet the National Standards and remain qualified for registration

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue with the development of the 'Birth to three matters' framework to plan and provide a suitable range of activities for children under three
- ensure the system for registering children's attendance on a daily basis, showing hours of attendance is maintained
- ensure fire drills are carried out periodically.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue with the development of assessments records to effectively aid the planning of future activities, linking them to the early learning goals, and use

the information gained to plan appropriately to move the children on to their next steps in learning

- continue with the development of the short term planning
- ensure all children have access to the curriculum offered.

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