

# Apple Tree Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	205731
<b>Inspection date</b>	10 January 2008
<b>Inspector</b>	Duncan Gill
<b>Setting Address</b>	37 North Cliff Road, Kirton Lindsey, Gainsborough, Lincolnshire, DN21 4NJ
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<b>Registered person</b>	Mr I and Mrs G Cameron
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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 satisfactory. 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?

Apple Tree day Nursery opened in 1998 and is one of three settings owned by the proprietor. It operates from premises in Kirton Lindsey. A maximum of 23 children may attend the setting at any one time. The group is open each weekday from 07.45 to 17.45, all year round except one week at Christmas. All children share access to a secure enclosed outdoor play area.

There are currently 38 children on roll aged from birth to five years. Of these, 14 children receive funding for nursery education. The setting supports the local community and surrounding areas. The setting currently supports children with learning difficulties or disabilities.

The setting employs eight staff. Five of the staff including the manager hold an appropriate early years qualifications. Two member of staff are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children have good opportunities to develop an understanding of the importance of healthy practices through topics and daily routines, such as washing their hands before eating and after toileting. Children are cared for in a very clean and hygienic environment. Staff fully implement effective hygiene procedures to help protect them from the spread of infection, including cleaning furniture, wearing aprons at meal times and through hygienic nappy changing procedures. Daily routines in place ensure children's health is promoted and babies individual needs regarding sleeping and eating are adhered to, although appropriate equipment is not always used for sleeping children. Children are well cared for in the event of illness or injury as a qualified first aid trained staff member is always on site and effective procedures are followed for accidents, illness and the administration of medication.

The nursery day is well organised to ensure there is regular opportunity for children's physical development through outdoor and indoor activities, which helps children develop a positive attitude to physical exercise. Older children learn to move well in a variety of ways through music and movement and planned activities such as an obstacle course. They begin to successfully adjust speed or change direction to avoid obstacles and are developing a good awareness of space, moving safely around the setting indoors and outside. Children begin to operate a wide range of large equipment in a variety of ways such as pushing, pulling, peddling and confidently use some small equipment such as pencils and paint brushes.

Children are offered healthy meals and snacks during the day to ensure they have a balanced diet and they have suitable opportunities to learn about the importance of healthy eating through topics. Babies are fed in line with their individual routines and all children's individual dietary needs are well met. Children's food is appropriately prepared as staff follow suitable procedures to ensure food is stored and cooked safely. Meal time routines are adequately organised, although at times there are not always enough staff to work directly with the children, which impacts on their social experiences over lunch.

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

The provision is good.

Children are cared for in a very clean, welcoming environment, which has good evidence of their play and activity. Space is appropriately organised into different areas of play and children move around freely and safely, independently accessing toys and resources. All ages of children enjoy playing with a good range of well maintained toys and play equipment, which interest the children and provide good challenges for them. For example books, role play, construction, arts and crafts.

Children are kept very safe as there are a good range of safety measures in place. These include socket covers, a fully secure outdoor play area and effective monitoring of access to the provision. Effective procedures are in place for the safe collection of children and staff fully implement detailed risk assessments to minimise the risk of harm to children. Children build a good awareness of safety through practicing emergency evacuations, activities and discussions with staff.

Children are well protected from possible abuse or neglect. Staff have a good awareness of the signs and symptoms of abuse and the procedure to follow with any concerns. They have attended training in child protection and are fully aware of their responsibilities to the children in their care.

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

The provision is good.

All children enjoy a wide range of interesting activities, which fully involve them and develop their imagination, language and physical development. For example role play, construction, painting and stories. Older children's independence is promoted well. They choose activities, can freely access toys and learn to manage their own hygiene. Children are keen to communicate, building strong relationships with staff and other children and sharing their experiences with them. They are happy at the setting and enjoy their time there. The children benefit from friendly staff, who are very interested in them, asking questions to make them think and responding giving praise and encouragement to help build their self-esteem. Young children and babies all round development is well fostered and suitable planning is implemented to provide them with a varied range of activities. They develop their self-confidence and early communication skills well through regular meaningful interactions with staff, who talk and interact with them well. Effective procedures are in place to help new starters build their confidence with staff and other children and they settle in well to their new surroundings.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff use their sound knowledge of the Foundation Stage to help children develop well in most areas, but miss opportunities for children to develop some of their skills. Plans are suitably linked to early learning goals and meetings are held to discuss topics and activities. Appropriate observations are carried out by staff and these are used to update assessment records which clearly show children's progress in relation to the Foundation Stage. However, planning and assessments do not show how staff plan for children's individual next steps in learning. The environment is appropriately organised and activities attractively set out for children. Children's interest in learning is stimulated by a good range of resources, which are used to provide effective challenges for them. Staff are enthusiastic, they talk and interact with the children, however they miss some opportunities to promote children's thinking and imagination, when talking to them.

Children are beginning to show an interest in numbers, although they do not regularly use number language in their play. They begin to count to three and sometime beyond, but have little opportunity to practice their calculating skills. They are beginning to use size language correctly in their play and can recognise some simple shapes. Children explore a wide range of different materials, including sand, water and dough. They develop a good imagination, actively taking part in a variety of role play opportunities including a home corner and hairdressers. They enjoy music and confidently join in to sing familiar songs. Children show a keen interest in the world they live in and begin to comment and ask questions about the outside world. They confidently recall past experiences and talk about people familiar to them, such as their families. Children competently join construction materials together for a variety of purposes and have some opportunities to develop an interest in information and communication technology.

Children have a strong exploratory impulse. They are excited, motivated to learn and enjoy the activities on offer. They separate confidently from parents and are keen to seek others to share

their experiences, for example involving their friends in role play. They begin to show concern for others and begin to use their initiative, managing developmentally appropriate tasks, such as toileting and washing their hands. Children communicate confidently and clearly with staff, talking to them about their home life and things they have done. They enjoy books, accessing them independently and listening attentively to stories in small and large groups. Children handle books carefully and begin to understand that print carries meaning. They begin to recognise familiar words, finding their name cards for snack and have suitable opportunities to practice their writing skills.

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

The provision is satisfactory.

Children are highly valued as individuals. They are treated with equal concern and staff use detailed registration forms and talks to gain all the information needed to effectively meet each child's needs. Children develop respect for people's similarities and differences through suitable opportunities to learn about the wider world and community. They have access to a satisfactory range of resources to promote equality of opportunity, although there are few resources displayed which show positive images of culture, ethnicity, gender and disability. Effective arrangements are in place to care for children with learning difficulties or disabilities. Staff have attended training, know their roles and work well in partnership with parents and outside agencies to help children reach their full potential. Children's spiritual, moral, social and cultural development is fostered.

Children behave generally well. They take turns, learn to share toys and begin to show consideration for the needs of others. Staff use age appropriate methods to manage children's behaviour and children respond to boundaries set by staff, most of the time. Children are given age appropriate explanations to help them understand the consequences of their actions and they receive lots of praise and encouragement from staff to reinforce positive behaviour.

Partnership with parents and carers is satisfactory. Parents are given good information about the setting through newsletters, notice boards, topic books and discussions with staff. They have suitable opportunities to give their opinion and children benefit as parents and staff build warm relationships. Parents have good opportunities to discuss their child's education and can share their knowledge of their child's development with staff. They get newsletters informing them of topics at the setting and are asked to bring things in for topic work, however they are given few ideas to extend their child's learning at home.

### **Organisation**

The organisation is satisfactory.

Children are well cared for at the setting as effective recruitment and vetting procedures ensure staff are suitable to work with children. Staff have a good knowledge of childcare, most have recognised early years qualifications and they have appropriate access to further training opportunities to develop their own knowledge and enhance the care of the children. Staff consistently interact with children and are well deployed most of the time, however over lunch there are not always sufficient staff working directly with the children and this has an impact on children's behaviour and their choice in activities.

Most of the required documentation is in place, however there is no operational plan available for parents and not all records are available for inspection at all times. Detailed policies are regularly reviewed and fully implemented by staff to help keep children safe and healthy. These

include safeguarding children, health and hygiene. Not all recommendations from the last inspection have been fully met.

Leadership and management is satisfactory. Staff have built appropriate knowledge of the curriculum through attending Foundation Stage training and they have suitable opportunities to build on their knowledge and skills. They are involved in satisfactory planning of the curriculum to help children develop soundly in most areas, although not all planning shows clear links to learning outcomes. Assessment records are updated to monitor children's learning and development, although these do not show how staff plan for children's individual next steps in learning. Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the setting was asked to improve the range of activities and resources to promote equality of opportunity. Children have access to a suitable range of activities to promote equality of opportunity, however there are still few resources displayed which show positive images of ethnicity, culture, gender and disability.

The setting was also asked to develop assessment records to show children's progress and use observations to plan what children can learn next. They were asked to provide opportunities for parents to be involved in their child's development.

Observations are used to complete assessment records and these now clearly show children's progress in relation to the Foundation Stage. However assessment records and planning does not show how staff plan for children's individual next steps in learning. Parents are given opportunities to look at their child's development records and can discuss these with staff. They can bring things in for topics but are given few ideas to extend their child's learning at home.

### **Complaints since the last inspection**

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

## **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 satisfactory. 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 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):

- ensure suitable furniture and equipment is used for sleeping children
- develop the range of resources which show positive images of culture, ethnicity, gender and disability
- improve lunch time routines so that sufficient staff are available to work directly with the children
- ensure all records are available for inspection at all times.

### **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):

- develop planning to show clear learning intentions for children linked to the Foundation Stage
- develop planning and assessment records to clearly show planning for children's individual next steps in learning
- develop questioning to stimulate children's imagination and thinking
- develop opportunities for children to practice their mathematical thinking and ICT skills.

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