

Appletree Nursery

Inspection report for early years provision

Unique reference number EY368525
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Inspector Yvonne Victoria Facey

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Appletree Nursery has been registered since 2000 and was re-registered to the same provider in 2008. There are a group of settings owned by the same company consisting of three after school care clubs, which are owned by a limited Company and is a registered charity. The setting is located in the Grenoside area in Sheffield. The premises consists of two single-story buildings which are next door to each other. One of the buildings has disabled access. Both buildings have fully enclosed areas for outdoor play.

The setting is open each weekday from 07.30 to 18.00 Monday to Friday, with the exception of public holidays. The setting provides full day care for children from birth to five years, and out of school care is provided for children under eight years. A maximum of 42 children may attend, of which nine may be under the age of two years at any one time. There are 24 staff employed at the setting, of these 18 hold appropriate childcare qualifications. The setting receives support from the local authority.

This setting is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

The management team have a sound vision of how they wish the setting to progress and appropriate methods are used through action plans and self evaluation. The Early Years Foundation Stage is not fully understood at this stage to ensure children's learning and development is promoted fully. Observations and assessments of children's progress are in place. However, this is not consistent and the processes do not flow to ensure all the early learning goals are covered over time for all children. The staff are aware of the importance of inclusive practice and can identify areas that need to be improved. Although, their ability to act on specific areas disadvantages some children in their play. There are some good aspects being developed to work in partnership with parents. However, these are not fully developed to have a strong impact on all children's learning.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure the daily records of children's attendance are accurately maintained
- improve planning, observation and assessment to promote all children's learning through the early learning goals
- develop partnership working with other childcare providers and parents relating to the early learning goals
- develop staff's knowledge and understanding of inclusive practice.

The leadership and management of the early years provision

Staff are appropriately qualified and have a sound understanding of how children learn. They have the opportunity to review their practice during regular staff meetings and by identifying their training needs through appraisals. As a result, current childcare practices are being updated. There are clear procedures in place for the recruitment, induction and vetting of staff which helps to safeguard children. There are appropriate records, policies and procedures in place that are generally well maintained. However, the record of children's attendance is not always accurate. Staff carry out regular risk assessments to ensure the premises, outdoor areas and trips are safe and suitable for the children and a written record is kept. Clear policies for the collection of children are in place. For example, each child has a security number which is needed for anyone collecting them other than the regular carer.

Staff have begun to use observations and assessments to help plan activities using the early learning goals. The process is not consistent or thorough to ensure all children make effective progress. Children's starting points are not fully assessed to ensure that the range of activities are challenging and supports all children's learning and development. There are appropriate systems in place to support children with learning difficulties and/or disabilities. Some staff are aware of the importance of inclusive practice. However, they are not consistent in their practice to ensure that they fully support all children's learning.

Information regarding each child's individual needs is included in the admission procedure and there are a number of systems being developed to ensure that staff and parents begin to share appropriate details about their children's individual needs. For example, care plans for younger children. There is some information shared with parents regarding the Early Years Foundation Stage. There are no effective systems in place to extend their partnerships with other settings within the Early Years Foundation Stage, although, this is being developed.

Systems for monitoring and self-assessment are appropriate and managers are beginning to monitor their practice through the Early Years Foundation Stage. The provider involves all staff in the continuous assessment process. They assist in reviewing the strengths and areas for improvement in the setting during staff meetings and there is a sound action plan in place.

The quality and standards of the early years provision

Children generally enjoy their time at the nursery and are confident to explore their environment and learn new skills. They have made good relationships with staff and other children and they play cooperatively. Children behave well and are learning to share and take turns. They receive praise from staff which helps to boost their self esteem. Children are suitably developing their physical skills as they use age-appropriate physical play equipment, such as bikes, balance beams and climbing frames. They have sound opportunities to engage in outdoor play which includes access to the nearby playing field, football pitch and park. Manipulative

skills are developing well as children have suitable access to a variety of writing materials and tools, such as chalks. Older children enjoy writing in their work books and some staff spontaneously sound letters out during other activities. They have access to a suitable range of age appropriate and well maintained toys and resources, such as push along toys, books, treasure basket and musical instruments. Although, these activities are provided the planning is limited and does not show how children will progress through all six areas of learning successfully. The organisation of children's activities generally enables them to access activities freely and staff are aware of the importance of this. However, staff had identified that some younger children could not reach an activity but they had not adequately addressed this. As a result, some children are disadvantaged in their play.

The nursery has a good partnership with parents; they receive written and verbal information about the children's activities each day and they are welcomed into the setting. There are newsletters and opportunities for parents to discuss children's progress with their key person. Parents are encouraged to be included in their children's learning and new ways are being explored. For example, using teddy's diary to link home and nursery and sharing experiences whilst away from nursery.

Children's health is protected well because procedures for illness, accidents and administration of medication are clear to all staff and shared with parents. They are offered well balanced and healthy meals which are cooked by the school service during term time. The staff are able to contribute to the quality and balance of the meals to ensure children receive a healthy diet. Packed lunches are also provided by parents and they are encouraged to provide healthy meals. Drinks are provided during sessions and staff ensure very young children also receive regular drinks. Any special dietary needs are discussed with parents and all staff.

There are good safety and security measures in place that ensure children are safe at all times. For example, visitors and parents are greeted at the door and staff supervise children well. There are good opportunities for children to learn about keeping themselves safe and staff plan activities to enhance their awareness. For example, themes around road safety and safety in the home. Regular fire drills are practised with the children. Effective safeguarding procedures are in place to ensure that children are protected from harm. Staff are aware of the safeguarding policy and their responsibilities to keep children safe.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met