

# The Apple Trust Neighbourhood Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY312526
<b>Inspection date</b>	25/03/2009
<b>Inspector</b>	Wendy Brooks
<b>Setting address</b>	Ellis Ashton Street, Huyton, Merseyside, L36 6BH
<b>Telephone number</b>	0151 489 4120
<b>Email</b>	
<b>Type of setting</b>	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

The Apple Trust Neighbourhood Nursery is one of two nurseries run by The Apple Trust. It opened in 2005 and operates from three rooms within a purpose built building in Huyton. A maximum of 36 children may attend the nursery at any one time. The nursery operates Monday to Friday 08.00 till 18.00 all year round. All children share access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. There are currently 66 children on roll within the early years age range. Children attend from the local community. The nursery supports children with special educational needs and for whom English is an additional language.

The nursery employs 15 staff. Of these, 13 staff, including the three co-managers, hold appropriate early years qualifications. The setting receives support from the local authority. The setting has established close links with the local children's centre, primary school and other childcare settings.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's welfare and development are promoted by the nursery as staff have a clear understanding of each child's interests. Effective partnerships with parents, carers and other agencies enable the setting to meet individual needs and children develop a good understanding of diversity. The management team identify any priorities for future development within the provision and take steps to make these improvements, which has a positive impact on the care provided for children.

## What steps need to be taken to improve provision further?

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

- consistently record information provided by parents that relates to children's development levels, enabling staff to use these starting points to inform future planning and clearly track the progress children make towards the early learning goals
- extend children's skills in the areas of problem solving, reasoning and numeracy in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding for example at daily routine and play activities
- ensure that robust hygiene routines and procedures are followed throughout the nursery to promote children's good health and well-being at all times

## **The leadership and management of the early years provision**

Children's welfare is promoted and individual needs are met as the majority of records are well maintained and detailed policies and procedures are in place. Staff have an understanding of the procedures to follow should there be any concerns regarding a child's welfare and appropriate documentation is in place. Parents provide details of children's individual preferences and routines which are respected whenever possible by staff at the nursery.

Effective relationships with other agencies have been established to ensure that children's individual needs are met. Children with learning difficulties or disabilities are fully included in the setting and staff work with outside agencies to ensure that appropriate support is provided to encourage children to make progress in their learning and development. Links with other local early years settings are in place to ensure that a smooth transition for children moving between settings is encouraged. Parents are provided with an attractive welcome pack when their children first attend which gives brief details of the routines and policies of the nursery. Information about the Early Years Foundation Stage and the activities children are involved in is displayed on notice boards for each area of the nursery and regular newsletters keep parents up-to-date of the events that take place. Useful information is provided around the setting and an interactive website has been developed for parents and carers. Questionnaires are sent home and comments and suggestions are invited from all users of the setting.

The management team are aware of the benefits of evaluating the provision and have taken time to complete a detailed self-evaluation record. Staff and parents have been involved in this and areas for development have been identified during the process. Steps have been taken to make improvements to the setting, such as arranging a parents evening and plans are in place to further develop aspects of the outdoor area. Recommendations raised at the last inspection have been met. This has a positive impact on the care provided for children.

## **The quality and standards of the early years provision**

Staff carry out regular observations and assessments of the children in their care and identify next steps in individual children's learning. Activities are planned across the areas of learning to enable children of all ages to progress in their development. Discussions and observations demonstrate that staff are aware of the progress that most children are making and they show knowledge of appropriate ways to encourage children to develop their skills. However, children's starting points are not consistently recorded and the progress children make is not clearly tracked.

Children are cared for in two main areas which are set out to allow children freedom of movement and encourage them to develop independence as they select what to play with. Furniture and equipment is appropriate for the children's age group, and they are able to spend time both relaxing and involved in active play as they choose. Staff sit with young babies to offer support and comfort and

they are provided with a mix of adult-guided and child-led activities. A group of children enjoy exploring the texture and properties of play dough. They express delight and excitement as it sticks to their fingers and staff encourage them to use various tools to cut and shape the dough, using appropriate words to support children's learning in creative development and communication, language and literacy. Further resources are set out on the floor to allow children to select what they want to play with. Children pull themselves onto small rockers and develop their walking skills as they use push along toys. Clear plastic boxes enable children to see what is stored inside which they can choose to play with and younger babies who are unable to sit unaided are provided with cushioned rings to support them and activity centres to lie on and kick their legs.

Older children have an extensive range of resources to enable them to make choices about their play and explore the world around them. Groups of children sit together with staff to listen to stories and join in with singing and action rhymes. On showery days children wear wellington boots and wet weather outfits to enable them to explore the outdoor area. Children dig in the sand, push prams and watch as coloured windmills spin in the windy weather. Children begin to learn about the world around them as they plant bulbs and help to care for them and watch them grow. Children begin to understand about shape, space and colour through activities such as matching jigsaws, construction and painting. However, children's understanding of simple calculation, recognising numerals and counting was not observed taking place during the inspection. Children enjoy free access to paints, chalks and a wide selection of other mark making materials and make good use of the arts and crafts area.

Detailed risk assessments of the setting and regular fire drill practises help to keep children safe in the nursery. Children are provided with healthy nutritious meals which are freshly prepared each day. An example of meals offered includes home made tuna and pasta bake, cottage pie and casseroles. Snacks of fresh fruit are offered each day and displays within the setting encourage parents to extend healthy eating at home. Children have regular opportunities for physical play inside and out. Hygiene procedures within the nursery are not consistently followed by all staff and children do not have independent access to drinking water which compromises their health and well-being.

Children's economic well-being is promoted through everyday activities which help to develop their literacy skills and their knowledge of the world around them. Babies learn about their community and immediate environment by visiting local shops and going on walks to post letters. Diversity within the setting is celebrated and positive images of gender, culture, race and disability are incorporated into resources which are accessed on a daily basis by children. Religious and cultural festivals are celebrated which supports children's understanding of the wider world.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

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

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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