

Apple Tree Day Nursery

Inspection report for early years provision

Unique reference number EY304453
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Inspector Susan Esther Harvey

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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

Apple Tree Day Nursery opened in 2002 and operates from a purpose-built building in Larkhall, Bath. Children have access to an enclosed outdoor play area. The nursery is situated in a residential area of Bath and is open each weekday from 8.00 to 18.00 for 51 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is registered for a maximum of 44 children at any one time. There are currently 75 children aged from birth to under eight on roll, some in part-time places. The nursery can support children with additional learning needs.

There are 16 members of staff, 13 of whom are qualified to NVQ level 2 or 3 and one has an early years teaching qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are cared for in a stimulating, creative and inclusive environment. The process for self-evaluation is effective and fully supports the outcomes for children's welfare, learning and development. Management and staff recognise the uniqueness of each child and are inclusive in their practice through well planned activities and resources which are carefully linked to children's interests. Staff are committed to furthering their professional development by attending courses and training events, as a result, children make good progress in the six areas of learning. Effective partnerships with parents ensures that staff know the individual needs of the children in their care.

What steps need to be taken to improve provision further?

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

- develop a system which ensures continuity and coherence by sharing information with other settings where children attend
- extend the opportunity for children to increase their learning through regular planned outdoor play activities

The leadership and management of the early years provision

The management and staff make the nursery a welcoming place for children who are safeguarded through staff members' clear understanding of child protection issues. Management and staff have secure knowledge and a good understanding of the Early Years Foundation Stage framework. As a result, children are provided with resources and activities which increase their learning and life experiences. Children's progress is well assessed and evaluated by staff who collate all the evidence, such as photographs and examples of children's work, in their individual

files. This information is used to assess the children's next steps in their learning and to plan around their interests. Staff provide a balance of adult-led and child-initiated activities in their planning, which has a clear impact on children's personalised learning. This includes providing some experiences for younger children which will enable them to make their own choices in the future, such as role play and messy play.

The management and staff have identified areas for improvement using a written self-evaluation process. This includes involving children, staff and parents in planning for continuous improvement. For example, children contribute to their assessment with comments relating to their time in the nursery. Therefore, this has an impact on how further improvements can be achieved. There is a robust system in place for the employment of suitably qualified staff which ensures that children are safeguarded and protected from harm. A clear risk assessment is part of a comprehensive set of policies and procedures which are followed through in practice and ensures that children are safe indoors and outside.

Parents receive a warm welcome into the nursery where staff are friendly and approachable. An exchange of information takes place daily and parents are included in their children's learning at home. As a result, there is a two-way flow of information between home and nursery which is of benefit to the children and helps with their sense of security. Parents have access to policies and procedures and are invited to parents' evenings where they have the chance to discuss their children's progress with the key person responsible for their child. Parents are well informed about what happens in the nursery through the detailed notice boards and photographs around the setting. As a result, every effort is taken to include parents in their children's learning and time in the nursery.

The quality and standards of the early years provision

Children are extremely happy and settled in the care of nursery staff. Babies are cared for in a comfortable room where they have the freedom to choose from a range of toys which are provided to enhance their development. They see their reflection in a mirror attached to the wall and so encouraging a sense of themselves as individuals. They relish in the chance to paint and play in water and sand, or to increase their sensory skills by handling shells, stones and wooden objects. Young children develop a sense of rhythm as they play bells, tambourines and a drum, during which staff introduce pre-reading skills by singing their name and emphasising the sound. They spend time engrossed in 'messy play' and 'role play' serving tea from a 'singing teapot' to staff who involve themselves in the children's play while supporting their independence. Pre-school children are busy within a set routine. They have the chance to learn to concentrate and take turns while playing a board game outside. There is an opportunity to spontaneously write letters to their favourite 'superhero' Ben 10, an idea that was initiated by staff from children's interest and has been successful in attracting all children to increase their writing and mark making skills. At present there are limited opportunities for children to spontaneously play outside in order to give their learning another direction.

Through the provision of a gold fish, terrapins and a giant African snail, children have a first-hand experience to learn about nature. They are fascinated by how snails live, they are absorbed in watching the movement of the snail mounting the side of the tank and how it eats the cucumber offered to it by the children. Caring for small creatures and understanding how they live enables children to learn about the natural world. Children are experiencing positive skills for life through learning to play together in harmony and work together as a team, taking turns and saying sorry with little prompting from staff. Children are sociable and friendly, they are confident in their movements around the setting and learn to be independent and make choices for themselves. Pre-school children are very confident in sharing their 'show and tell' items and responding to questions asked by others. They take responsibility as 'monitors' managing simple tasks with ease. Learning about festivals and cultures in a practical way through activities and role play helps children to understand and celebrate the similarities and differences in a diverse society. There is well organised extra support for children who have additional needs through experienced staff and a sharing of information with other agencies which enhances their time in the nursery. However, there is no system in place for information to be shared regarding children who attend other settings.

All children are familiar with the routine in the nursery. Siblings have the chance to meet as part of the daily routine, they spend time together in the garden or at the beginning and end of the day. As a result, the family atmosphere is promoted by staff and management which helps children to feel secure in their surroundings. Children remain safe, which is well promoted through staff members' proactive management of their safety. This includes encouraging children from an early age to tidy away toys from the floor after use.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
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?	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