

# Apple Tree Day Nursery

Inspection report for early years provision

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**Unique reference number** EY319828  
**Inspection date** 02/06/2009  
**Inspector** Michelle Ann Parham

**Setting address** 593 London Road, Portsmouth, Hampshire, PO2 9SD

**Telephone number** 02392 652111

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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 registered in 2006. It is privately owned and operates from a detached house at Hilsea, in Portsmouth, Hampshire. The nursery takes children from the local community and surrounding areas and is registered to provide care for 37 children in the early years age range. There is limited accessibility as there is no lift to the first floor. There are currently 73 children on roll in the early years age group. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are systems in place to support children who have learning difficulties and/or disabilities and those who have English as an additional language. The nursery is open 07.30 until 18.00 Monday to Friday, 51 weeks of the year. Children also have use of an enclosed outside play area. The proprietor has a recognised early years qualification and works in the nursery on a day to day basis as the manager. In addition nine staff work directly with the children, of these, six hold a recognised early years qualification. The nursery receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory with a number of good elements. Practitioners provide a welcoming, relaxed environment where children's welfare, learning and development needs are suitably met. The setting promotes inclusion as practitioners treat children as individuals and with equal concern, ensuring they are effectively supported. Children make satisfactory progress towards the early learning goals and a new member of staff has recently been appointed, taking a leading role for reviewing current planning arrangements for improvement. Practitioners attend training workshops regularly and the proprietor is highly committed to the development of the setting and improving outcomes for children.

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

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

- continue to develop the planning and observation system in place to clearly identify key objectives for children's learning and development, ensuring their next steps are planned into the curriculum and clear evaluation for whether targets are met
- further extend information gathered about children's starting points to include current levels of ability and understanding to ensure immediate stimulation for their learning and development
- extend opportunities for children to fully explore their own creativity and emergent writing skills, for example, by free expression in art work and to freely access more mark making resources around the setting
- ensure children always have individual bedding for sleep times to prevent the spread of infection and sufficient individual equipment for sleeping for their comfort.

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

The manager provides clear direction for staff which ensures they are aware of their roles and responsibilities and is a positive role model working directly with children. Although a formal self-evaluation of the setting did not form part of this inspection, effective systems are in place to identify areas for improvement and monthly staff meetings contribute to improving outcomes for children and effective implementation of the Early Years Foundation Stage.

Partnership working is good as practitioners build secure relationships with children, parents and carers. Effective systems in place such as daily diaries for babies and young children, notice boards and discussion ensure good sharing of information. Parents are informed daily of activities and nutritional information and are welcomed at any time to view children's records of achievement. Newsletters are issued termly informing of events and children and parents are personally greeted each session which contributes to a welcoming environment. Some information is gathered prior to children starting at the setting but this does not currently include current levels of knowledge and ability which would have a positive impact on the progress children make. Parents are fully informed of operational practices as the setting provides a wealth of written policy information which they sign as read. Practitioners are flexible to accommodate parents' needs where possible and happy to work with other agencies and key persons to support children.

Effective systems in place including a code lock for the front door and safety gates contribute to the good level of safety and security of children. Risk assessments are completed for the setting and for any outings to identify and minimise hazards. All practitioners are suitably vetted and effective systems ensure new staff are not left unsupervised until checks are complete. Practitioners have a clear understanding of procedures to safeguard children, ensuring management are informed and act upon any concerns noted. Children learn about dangers and how to keep safe through worthwhile activities such as 'People who help us' and 'The beach'. For example, learning about safety in the sun and when near water and having visits from community workers such as police and fire officers. Children practise road safety as they go on outings to the library or park and are reminded of how to be safe and kind to one another in the setting by expected codes of behaviour. The children also practise monthly fire drills to ensure they know how to evacuate the building quickly and safely during an emergency.

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

Children benefit from a bright, generally well organised environment with most play resources accessibly stored which promotes responsibility and independence. Practitioners are attentive to the children and spend their time purposefully in play and activities which has a positive impact on relationships, confidence and verbal communication skills. A balanced curriculum is offered and regular observations are completed with next steps for progress identified. However, this does not currently feed into planning to build on what children know and practitioners do

not effectively follow children's interests both of which would help children's progress in fulfilling potential. Play resources have increased and provide an attractive learning environment for children. They have good opportunities to recognise their own name from labelled bottles and for understanding that text has meaning. Lovely puppets are used for favourite stories such as 'Goldilocks' or 'The Three Little Pigs' and children have good access to books and enjoy visiting the local library which fosters literacy skills from a young age and an enjoyment of reading for pleasure. Mark making opportunities are generally limited around the setting and children are not always encouraged to try to write their own names, for example, on their picture/work. Most art work on display appears to be generally adult-led with children having limited opportunities to fully express their own designs or further develop skills such as cutting out or drawing their own templates. The nursery has a well resourced imaginative play area and children have good fun as they shop, weigh out the fruit and vegetables and using the cash register, use dressing up clothes or making pretend drinks and foods for their peers and practitioners. Musical tapes are a frequent event and children enjoy particular favourites such as 'Sticky Kids' to move and dance to. They have a good selection of musical instruments and activities to learn about beat and rhythm. Practitioners include counting, shapes and colours into routines, and free play and activities, for example, children enthusiastically join in as they count backwards from 10 as they play hide and seek in the garden. Puzzles, pathfinders and construction resources promote problem solving and children learn about matching and sequencing and develop fine motor skills using the wide variety of threading resources. Worthwhile activities such as planting sunflower seeds and observing how caterpillars change are a delight for children and help develop understanding of concepts such as size, comparison and also of how things grow and develop. Children have posters and resources that portray positive images and learn about differences and similarities as they cover festivals such as Divali and Chinese New Year. As a result they gain respect and understanding of others, which helps them be positive members of society. There is regular access to outdoor play with babies and older children sharing the rear garden area and benefiting from the soft flooring where they can practice skills such as climbing the steps of the slide or using the wheeled toys in safety. Children also visit the local community parks and have enjoyed eating their picnic lunches there.

Children's independence is promoted as they are encouraged to develop self care skills and help others. They visit the toilet area independently and thrive on responsibility and special tasks such as helping to serve out snacks or collecting cups from the kitchen. They develop good relationships with adults and peers, confidently interacting in play and happy to leave parents on arrival to join the setting. Behaviour management techniques are consistently positive using special reward charts and lots of praise and encouragement which fosters good self-esteem. Any small disputes are handled swiftly and sensitively by practitioners and older children show genuine care and consideration for others as they play. Being healthy is promoted as parents are encouraged to provide healthy meals with the nursery providing fresh fruits, savoury snacks, milk and water to ensure children remain well nourished throughout the day. Children practise good hygiene routines knowing why it is important to wash hands and the nursery environment is clean and well maintained. Suitable equipment is provided for sleeping children, however, children do not always have fresh individual bedding or suitable space for

sleeping which does not ensure they are comfortable of prevent the spread of infection. Five practitioners hold a first aid qualification which ensures accidents and ill-health are dealt with effectively and efficiently.

All documentation is in place for the safe management of the setting, kept confidential and generally well maintained. A balanced curriculum including opportunities to explore technology such as the computer, cameras, keyboards and compact disc player contribute to children developing important skills for their future economic well-being. Children are happy in the setting, relaxed in their play in an environment where they can enjoy and achieve.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
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?	3
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