

# Applegarth Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY311465

**Inspection date**

17/09/2009

**Inspector**

Diana Pidgeon

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Applegarth Day Nursery was registered in 2005. It is privately owned and operates from a converted unit on an industrial estate in Linby, close to Hucknall town centre. Children are cared for in individual group rooms according to their age and developmental stage. Children under three years are cared for on the ground floor. Provision for children over three years is provided on the first floor. All children share access to a secure enclosed outdoor play area. The nursery also provides out of school care and has arrangements to take children to and collect from a number of local schools. Children come from the local and wider community.

The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 125 children may attend the nursery at any one time. The nursery is open each weekday from 07:15 to 18:15 for 51 weeks of the year, closing only for Christmas week and all main bank holidays. There are currently 300 children from four months to 12 years on roll. Of these, 192 children are in the early years range including seven who attend the out of school facility. The nursery supports children with special educational needs and those who speak English as an additional language. It is in receipt of funding for the provision of free early education for children aged three and four years.

The nursery employs 40 members of staff to work with the children. Of these, 28 hold appropriate early years qualifications, including a teacher who works with the pre-school children. A further seven staff are working towards a qualification. In addition there is a senior management team and a number of ancillary staff. The nursery receives support from the Nottinghamshire local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The nursery provides a happy and welcoming environment where children's safety is given the highest priority. Staff communicate effectively with parents and others to ensure children's needs are fully understood and met. Children learn through the wide variety of interesting play opportunities provided and make good progress in all areas of their development. Efficient organisation ensures the nursery runs smoothly and that arrangements to safeguard children are robust. The nursery management shows a high commitment to maintaining continuous improvement and has a clear vision for the future.

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

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

- develop the use of the outdoor environment to fully support all areas of children's learning
- develop further the planning of activities to take account of individual

children's identified next steps in learning.

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

Effective organisation and a thorough commitment to providing a high quality service underpin the successful leadership and management of the nursery. The senior team have a very clear understanding of their roles and responsibilities and ensure that robust steps are taken to safeguard children. For example, recruitment and vetting procedures for all of the adults who work with the children are thorough and completed promptly. Risk assessments are comprehensive and any identified hazards are dealt with promptly, so providing a safe environment for the children. Suitable procedures are in place for identifying children at risk of harm and liaising with the appropriate authorities. Staff's awareness of safeguarding issues is raised through induction and training, so that they are well prepared to deal with any concerns in the future. Children's welfare is promoted because qualified first aiders are always available, enabling them to act in children's best interests in the event of an accident or illness.

The managers are focussed on helping all children to progress and take steps to identify children needing additional support as early as possible. They work collaboratively with other agencies and parents to provide support for children with identified needs so that their progress is assured. Parents speak positively about the nursery, their children's happiness and the friendly relationships they enjoy with staff. They welcome the useful information that is shared with them on a daily basis and the sensitive way in which children's transfer between rooms is conducted. Children clearly benefit from the friendly relationships with the staff and having consistent carers to see to their needs. All areas of the nursery are well equipped and provide a good range of toys and equipment for the children attending. The outdoor area provides some good play equipment and staff set up different play activities each day to engage the children. However, potential of the outdoor environment is not yet maximised in order to support all areas of the children's learning. This is recognised by managers and staff and forms part of their forward planning. All of the staff contribute to the process of self-evaluation and managers draw the information together to prioritise their plans for the future. These are well considered and show a good capacity for continued improvement.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy and settled in the nursery. Babies show a real sense of security as they respond warmly to their key person when they wake and enjoy the one to one attention they receive. Older children rapidly develop confidence so that they explore their environments with ease and are eager to try new experiences. For example, young children show delight as they play with bubbly water and try to blow the bubbles away. Older children develop their powers of concentration and work determinedly to complete large puzzles. Children learn to play harmoniously alongside others and friendships begin to blossom. Staff work closely with the

children and by using their good knowledge of the Early Years Foundation Stage (EYFS) requirements and guidance they effectively promote all aspects of children's learning and well-being. Each child has two key people who take a special interest in their development and plan specifically for their progression. All staff within each area of the nursery work with the groups of children and support them during their freely chosen play as well as lead activities at group times. For example, staff play alongside children at the dough table, talking with them and drawing out their learning. Planning is securely based on the children's interests and achievements and helps to guide staff in their delivery of the curriculum. However, despite identifying next steps for each child these are not clearly reflected within the planning process to keep a focus on children's individual and present learning needs.

Children show a strong sense of security and belonging in the nursery. Young children respond excitedly to the familiar faces of the staff and readily seek out adults for comfort and reassurance when they are upset or tired. Older children show an exceptional understanding of the expectations for their behaviour and comply willingly with the boundaries that are in place. Pre-school children show a remarkable sense of maturity when they move between rooms as they play and visit the bathroom responsibly. They understand the care needed when descending the stairs and maturely hold open doors to allow others to pass through safely. Staff promote this exceptional understanding of safety through the activities and explanations they provide both in the nursery and when they are out in the community. Children benefit from learning how to adopt a healthy lifestyle. They enjoy plenty of opportunities to play actively and to be in the fresh air. The large climbing apparatus is sufficiently challenging to interest most older children and the choice of wheeled toys ensures there is something to suit all ages. Meals and snacks provide children with a good variety of healthy foods that include lots of fresh fruits and vegetables. Children generally eat well and benefit from their mealtimes being social occasions. Staff support children's ongoing good health by maintaining good standards of hygiene at all times.

Children's creativity is celebrated as their artwork is displayed throughout the nursery. Children clearly love to sing and dance, and respond to different types of music from an early age. Staff help children to express themselves by creating role play areas that are familiar to them. For example, children like to shop in their own supermarket. Children start to develop an understanding of numbers through the simple counting of objects and older children recognise and repeat patterns with beads as they play. The children gradually build their understanding of technology from babies using simple battery operated toys to older children using computers with confidence. Pre-school children develop good listening skills that enable them to take turns in discussion and express their opinions clearly. Such skills ensure they are well prepared for their future success.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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