

Apple Tree Day Nursery

Inspection report for early years provision

Unique reference number

318110

Inspection date

22/03/2010

Inspector

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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

Apple Tree Day Nursery is privately owned and opened in 1994. It is situated in Sprotborough in Doncaster. Children aged from birth to three years are cared for in the main building, and children who receive funded nursery education are accommodated in a separate building. This building is also used for the after school club. There are three fully enclosed outdoor play areas. The premises are accessible for people with limited mobility. A maximum of 80 children may attend the nursery at any one time. There are currently 150 children on roll, of whom 12 receive funded nursery education. The setting currently supports a number of children who have English as an additional language and children with special educational needs. The group opens all year round, Monday to Friday, from 7.45am to 6pm, excluding bank holidays and Christmas. Sixteen staff work with the children. The nursery is registered on the Early Years Register and both parts of the Childcare Register. Over half the staff have early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

There are four breaches in regulations which impact significantly on the safety and health of the children attending the setting. However, the children are generally happy and have developed warm and caring relationships with the staff and their peers. The positive interactions with most staff enable children to feel secure and help them to make appropriate progress in their learning. However, links with others offering the Early Years Foundation Stage are basic, and some activities do not always engage children fully as they are not tailored to their individual learning needs. The quality of the setting's self-evaluation is acceptable and staff are beginning to recognise the value of a quality improvement process based on internal review.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure staffing arrangements are organised to meet the requirements for adult:child ratios set out in Appendix 2 (Suitable people) (also applies to both parts of the Childcare Register) 22/03/2010
- ensure that adults looking after children, or having unsupervised access to them, are suitable to do so, keeping records of the unique reference numbers of Criminal Record Bureau disclosures and the date on 22/03/2010

- which they were obtained (Suitable people) (also applies to both parts of the Childcare Register)
- ensure hazards to children both indoors and outdoors are removed and risk assessments completed (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 22/03/2010
- take necessary steps to prevent the spread of infection (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register). 22/03/2010

To improve the early years provision the registered person should:

- develop staff skills in using observations to plan next steps in children's learning, to engage children fully and ensure activities are tailored to their individual learning needs
- build upon the links established with other settings providing for children in the Early Years Foundation Stage to ensure that the education provided complements the education received at other settings.

The effectiveness of leadership and management of the early years provision

Safeguarding policies and procedures are satisfactory and staff have some understanding of how to protect children. They are sufficiently aware of the signs and symptoms of abuse and know the correct procedures to follow. However, there are four breaches in regulations. On the day of the inspection the staffing arrangements at the start of the day did not meet the required adult:child ratios. The systems in place to ensure adults looking after children are suitable to do so lack rigour. Some staff have not had appropriate checks completed from the Criminal Records Bureau. No risk assessments have been completed recently; the last risk assessments recorded are dated from 2005, and a couple of safety issues were identified during the inspection. The radiator guard was not secured to the wall and the guard around the boiler was not attached to the wall correctly. Therefore, the children's safety is at risk. In the two to three-year-olds room some staff do not promote the good health of the children or take necessary steps to prevent the spread of infection; for example, staff change a number of the children's nappies wearing the same apron and gloves, and hold the children's hands, touch their faces or ruffle their hair with the gloves still on. The storage of children's dummies in this room is inadequate, and staff eating their own lunch while serving children's lunch is inappropriate. However, in other areas of the nursery satisfactory implementation of required policies and procedures ensure that the children's health is adequately promoted.

Resources and space are used adequately to support the children's learning and help to provide a stable environment for children to access a suitable variety of activities independently. Staff provide a broadly positive outlook that promotes equality and anti-discriminatory practice. Posters of positive images are displayed, a suitable range of resources are used in everyday play and staff use discussion to raise children's awareness of others. They make reasonable adjustments to ensure

all children can participate and respond appropriately to the early signs of needs that could lead to later difficulties. Staff in the three to five-year-olds room use key words skilfully from the child's home language, and use signs, symbols and gestures well to ensure that all children are fully included in the life of the setting. All the children in this age range are becoming very skilled in sign language and use it to communicate with each other and staff. The key-worker system is working well in most areas of the nursery and ensures staff know the needs of each child well enough to enable them to participate and promote a satisfactory level of inclusion.

One of the key strengths of this setting is the relationship staff have with parents and how they make everyone feel welcome. Staff spend time gathering information from parents about their children. Daily care sheets are used appropriately to ensure a two-way flow of information, which develops a suitable link with home and ensures that children's individual needs are met continually. Staff are working appropriately with external agencies to ensure children receive relevant support. However, for the children who attend more than one setting the system in place for the sharing of relevant information to ensure continuity of care and progression is very basic. Staff have a satisfactory vision for the future and this is supported by appropriately targeted plans.

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

Children arrive at the setting happy and eager to play. They are confident in the routine and show a sense of belonging as they share their news and seek out staff for cuddles. The children independently access toys that interest them, and are beginning to take turns and show kindness. It is lovely to see babies interacting with each other independently, smiling, laughing and passing toys to non-mobile babies. They share toys and press buttons on cause and effect toys to make lights flash and music play. The non-mobile babies follow with their eyes each movement of the older babies and smile in pleasure, giggling as they make eye contact. Toddlers repeat new words as they share stories, they talk about the pictures and make the sounds of animals they can see; for example, they say 'quack' and point to the duck, and 'meow' for the cat. Older children are very self-assured in their play and are eager to try out new experiences. They are keen to mark-make and are showing increasing control as the marks become recognisable. They play with vivid imagination acting out home events, such as cooking dinner, going on a picnic and caring for the dolly. Creativity is nurtured well with the older children as the activities and experiences are varied, imaginative and meet their individual needs consistently. They have some wonderful willow weavings hung in the garden; however, although a lot of time and effort goes into the planning documentation it is evident that for the younger children it is not being effectively implemented. Outcomes for children are not always monitored. Staff are not ensuring observations are routinely completed against all the six areas of learning in order to plan and provide personalised learning for the youngest children of the setting. The children seek out familiar staff for comfort when upset, tired or restless, and most staff interact effectively to comfort and distract the children who soon settle. This results in children feeling secure, stimulated and engaged in some

purposeful play which helps to develop appropriate skills for their future learning.

The children are beginning to develop a suitable awareness of how to achieve the balance between freedom and setting safe limits. Consistent reminders about rules help children to take some responsibility for their own safety. Older children can discuss the potential danger of strangers and explain how they would evacuate the building in case of a fire. Clear explanations of safety procedures ensure children are kept safe from harm. The children are developing satisfactory confidence in their physical abilities and enjoy moving with some control, using their bodies in different ways; for example, kicking balls, climbing the steps to access the slide, and moving their bodies well to the music, by stretching, clapping, stamping feet and moving their arms to stretch up and down. Snack and meal times are social occasions where children and adults sit together to enjoy their food and company. The acceptable range of food offered raises the children's awareness appropriately of the importance of healthy eating. Some suitable steps are taken to prevent the spread of infection by keeping the premises generally clean, and older children recognise the importance of good hand washing.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	4
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (How the childcare provision is organised) 22/03/2010
- take action as specified in the early years section of the report (Suitability to care for children, or to have regular contact) 15/03/2010
- take action as specified in the early years section of the report (Suitability and Safety of premises and Equipment) 22/03/2010
- take action as specified in the early years section of the report (Welfare of the children being cared for). 09/04/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (How the childcare provision is organised) 22/03/2010
- take action as specified in the early years section of the report (Suitability to care for children, or to have regular contact) 22/03/2010
- take action as specified in the early years section of the report (Suitability and Safety of premises and Equipment) 22/03/2010
- take action as specified in the early years section of the report (Welfare of the children being cared for). 09/04/2010