

Apple Tree Day Nursery (Hilbaldstow) Ltd

Inspection report for early years provision

Unique reference number	955860
Inspection date	16/11/2009
Inspector	Kathryn Margaret Clayton
Setting address	18 Brigg Road, Hilbaldstow, Brigg, South Humberside, DN20 9PD
Telephone number	01652 658 201
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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.

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Description of the setting

Apple Tree Day Nursery (Hibaldstow) is one of two nurseries who are owned by Apple Tree Day Nursery Limited. It opened in August 2001 and operates from four rooms in a large domestic dwelling. It is situated on the main road, in Hibaldstow, a village in `North Lincolnshire. The nursery is open each weekday from 8.00 am to 6.00 pm, all year round apart from Christmas week and bank holidays. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. A maximum of 42 children may attend at any one time. There are currently 74 on roll of whom 64 children are in early years age range including children who receive nursery education funding. Children come from a wide catchment area, as most of their parents travel to work around the Scunthorpe and Brigg area. The nursery care for children with learning difficulties and disabilities. The nursery employs 15 staff, including a cook, of whom 13 hold a relevant qualification. The setting have achieved the local authority 'Steps to Quality' level one.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This well-organised, interesting and homely nursery very effectively meets the individual needs of all the children who attend. Excellent relationships with parents and carers benefit children and help to contribute to the good progress they make in their development and learning. Clear policies and procedures, including the safeguarding children policy are understood by staff and successfully implemented to address all children's welfare needs. Partnerships with agencies are firmly established and every effort is made to share information with the other settings children attend. For the most part the learning programme and the resources available help children progress well. The recommendations raised at the last inspection have been completed and very strong leadership helps to drive forward the continual improvement of the setting.

What steps need to be taken to improve provision further?

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

- improve the range of resources that reflect positive images of disability
- make sure more able children are always effectively challenged.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. Staff understand and can recognize the signs and symptoms that may cause them concern. There are clear procedures to follow,

which include the agencies to contact should there be any concerns. Training is undertaken with all staff to ensure they are up-to-date with the correct safeguarding children procedures. Comprehensive risk assessments are conducted of all the areas children use. Management make sure the views of parents are canvassed, for example, they were asked to be involved in completing a risk assessment of the new rustic area in the garden. Safety issues are discussed at weekly management meetings and any concerns quickly addressed. One example of this is when the setting respond to concerns about the safety of a particular brand of buggy. Any complaints are quickly and correctly dealt with using a clear procedure.

The leadership and management have an excellent attitude towards ensuring ongoing improvement. Relationships within the setting are very positive and help everyone to work as a team with verve and enthusiasm. The setting work closely with the local authority and will happily pilot new initiatives and give feedback. For example, they have been asked to trial a system which identifies a requirement of the support that is needed in particular settings. Weekly management meetings, regular team meetings, one-to-one support, appraisals and peer observations all help to improve how staff work and the outcome for children.

Resources are effectively organised. Children choose from a wide range of toys, although there are few that reflect disabilities. Children's views are sought regarding the choice of toys, they are encouraged to put a smiley face symbol on the toys in their area which they like to play with and a sad face on toys they are not interested in. This information helps staff to plan around the interests of the children. Children are involved in recycling some materials and so learn the importance of being careful with resources. Information gained from parents, staff and children helps the setting to effectively evaluate their practice. When considering making changes they often ask parents for their views, for example, after reading a relevant article the setting thought about changing the type of milk that was available for children aged over two.

Extensive information is gained from parents about individual children. Children who have special educational needs are well supported because there are good links with the parents and other agencies, such as portage and the local authority special educational needs co-ordinator. This helps to plan a supportive programme for individual children and they make good progress. Children within the nursery also attend other settings. Staff make sure information is shared about what children have been doing. They also act upon the information that is gained from other settings, for example, childminders to help children progress.

There are excellent relationships with parents who feel that the setting is a 'home from home'. There is a two way flow of information through discussions, a daily diary, newsletters and notice board. Parents are asked about what their children have achieved at home and staff use this information to help plan for individual children's learning. Parents are often invited into the setting, for example, at Christmas time parents are invited to hear the children singing in the wooded area of the garden. Older children share their experiences of home life when they take a special bear home and parents help to write a story about what the child and bear have done over the weekend. Parents are asked to complete questionnaires

giving their opinions on various aspects of the nursery. Children's progress is regularly shared with parents through discussions and seeing their individual assessment records.

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

All babies and young children are happily settled and engage in activities that are planned around their individual interests and stages of development. Good quality assessments of children's progress are used to help to plan for their future learning. For the most part this helps children to progress well, although there are times when more able children are not always effectively challenged, for example, to think about how they could make sure a plastic ball runs smoothly down a drain pipe. The regular use of the excellent garden in all weather conditions helps to enhance children's experiences, keep them very active and engaged with the natural environment. One part of the garden contains three different wooden cottages, which are set up as a school, shop and home, so encouraging children's imaginative play. As children have wellingtons and umbrellas these can be used in wet weather. Another section is a rustic area where children are amongst other things physically challenged and start to understand how to manage small risks. For example, they can climb a very short way up a tree. In the third area children plant seeds, feed birds and access a good range of small and large equipment that develop a range of skills including physical skills very effectively. These areas help the setting to deliver the Early Years Foundation Stage in a way that is meaningful for young children. One example of this is how children start to recognise numbers when they park their toy cars in the numbered parking bays.

Staff make sure they fully understand the individual routines of young children and babies. This means they can sleep, eat, have their nappy changed and play at times that suit them. They also enjoy an excellent range of activities in the bright and interesting environment. Consequently babies are happily engaged and progress well. They enjoy using a good range of stimulating technology toys that help to develop their skills for the future. Children's independence is promoted as they are well supported and encouraged to have a go at feeding themselves as soon as they are able. Children have their own blankets, boxes for individual items and coat pegs, so helping parents and them feel a sense of belonging. Children's interests are taken as a starting point, for example, a young child who is interested in animals is able to explore and make patterns in icing sugar with plastic animals. Young children are very happy to play alongside each other and are very well supported by staff either on a one-to-one basis or in small groups. They concentrate very well when making marks or singing.

Children's good health is very effectively promoted as they eat healthy, nutritious and wholesome meals and snacks every day. Meals are made with fresh ingredients and menus are varied and well-balanced and include foods, such as sausage casserole and fruit crumble. Fresh water and drinks are readily available. Good hygiene routines are adopted from an early age, for example, after nappy change babies are shown how to wash their hands. Children are encouraged to learn about shapes and numbers as they build with bricks and count the number of

bricks in the tower. They take part in sorting and matching activities. Promoting imaginative play is a strength of the setting and from an early age children show an interest in this.

Many children speak confidently. They are interested in their environment and helped to look carefully at the weather conditions; they know they may see a rainbow when the sun comes out after it has been raining. They are then keen to draw pictures of a rainbow and understand about the different colours and shades they can use. Children listen with interest to stories and have opportunities to recognize their own names and start to learn letter sounds. Children talk confidently at carpet time about their own experiences. Children explore their senses through singing songs and rhymes and using a wide range of different media, such as gloop, foam, soap, paint and ice cubes.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
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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