

Apple Trees Nursery

Inspection report for early years provision

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Inspector

Mary Anne Henderson

Setting address

Waters Upton Hall, Waters Upton, TELFORD, Shropshire,
TF6 6NP

Telephone number

07713 155 822

Email

judibish@yahoo.co.uk

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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*.

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Description of the setting

Apple Trees Nursery has been operational since 2004 and has been on its current site at Water's Upton Hall since 2009. The nursery is privately owned. The nursery has use of a large hall, toilets and kitchen. They serve the local areas. The nursery is registered on the Early Years Register. They are registered to care for a maximum of 16 children at any one time and are currently caring for 15 children from two to under five-years-old. Children can attend for a variety of sessions. Currently, children do not have access to an enclosed outdoor play area, however the staff ensure children have daily physical exercise through organised indoor activities.

The nursery opens Monday, Tuesday, Wednesday and Friday from 9.15am to 1.15pm during term times. The nursery supports children with special educational needs and/or disabilities and those children who speak English as an additional language. There are three members of staff working with the children, all of whom have a recognised early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Management and staff work closely to ensure positive relationships are fostered with the parents and their children. They also liaise with other providers of the Early Years Foundation Stage (EYFS), thereby promoting inclusion for all children on roll. The indoor areas provide a good range of opportunities to extend children's learning and development, including daily physical play. The systems in place to evaluate the setting are good and include clear identification of the strengths and areas for continuous improvement. Management, staff and children are all included in the self-evaluation systems. However systems to fully include parents are less effective. The capacity to make further improvement is strong.

What steps need to be taken to improve provision further?

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

- include parents in the identification of their child's starting points across all areas of learning and development
- include parents fully in the self-evaluation systems of the setting
- foster children's interest in information communication technology ensuring they have free access to a range of programmable toys.

The effectiveness of leadership and management of the early years provision

The leadership and management of the nursery is good. All staff are knowledgeable and work hard as a team to foster positive relationships with the parents and their children. They also liaise closely with other providers of the Early Years Foundation Stage (EYFS), which ensures inclusion for all children on roll. Risk assessment procedures include checking areas, equipment, toys and outings involving the children. Risk assessment also includes verifying the identity of all visitors to the nursery. Children are effectively safeguarded because all staff have a good understanding of the procedures to be followed. All staff are suitably checked and vetted and they ensure the safeguarding policies and procedures are implemented and adhered to at all times.

The staff work well to support children with special educational needs and/or disabilities and those children who speak English as an additional language. For example, they work closely with the parents and other professionals to ensure children's needs are fully identified and met. Equality of opportunity is fostered well by the staff because they ensure all children are fully included at all times. The self-evaluation systems of the provision are good. The systems include management, staff and the children. However, the systems do not yet fully include the parents. The capacity to make further improvement on an ongoing basis is strong. Embedding ambition is a key focus of the management to ensure good outcomes for all children on roll.

Engagement with parents is good. The parents have free access to their child's learning and development files at all times, which provides parents with information about their child's ongoing developmental progression. However, parents are not yet fully included in the identification of their child's starting points across all areas of their learning and development. Daily verbal and written exchanges of information between the parents and the child's key worker ensures children's needs are met. The parents have free access to the setting's policies and procedures at all times.

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

The children are beginning to recognise the importance of a healthy lifestyle and those things that contribute to this. They learn about the importance of washing the germs off their hands through routines and through demonstrations by the staff of how to do this properly. Children explore healthy eating through activities and discussions and they are provided with a range of fruits during snack times. During snack times the children self-serve making choices about what they want to eat and drink. Children learn about the importance of physical activities through discussions. They enjoy lots of opportunities to be physical such as using climb and balance equipment in the hall, and joining in with music and movement activities. Children use a broad range of equipment to develop their small muscle movement, including paintbrushes to make pictures, scissors for cutting and gluing activities

and cutters and rollers to mould the play dough. The children are beginning to recognise the importance of keeping themselves safe. They learn about crossing the road during outings under close supervision of the staff and they are all involved in the fire evacuation procedures of the setting. Children show they feel safe within the setting as they enjoy the company of their peers and the adults that care for them. They are confident and independent, helping themselves to resources during child-initiated play times. Children smile, giggle and approach the staff freely when they need support. Staff foster children's sense of feeling safe because they introduce visitors to the children during circle time.

Children find out about their environment, identifying features and noticing the natural world. They enjoy a range of outings including walks around the village to look at buildings such as the shop and the church. They also notice the wildlife and the changing seasons and look at these more closely during planned activities. Children are well-behaved and have positive relationships with their peers and the adults at the setting. They are calm because the staff are good role models and praise the children throughout the session for sharing and turn taking. Children enjoy being 'Helper of the Day', as they lay tables and set out the name plates for snack times. The children say and use numbers in familiar contexts and they count and recognise numbers. For example, they count out how many plates are needed for snack time and they count how many children are in attendance each day. They also explore calculation by adding one more and taking one away when laying the tables. Children are beginning to use technology to support their learning. They use calculators and push button toys and enjoy using the tills and play telephones during imaginary play. However, children do not always have access to remote controlled toys, which may possibly compromise this area of their learning.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They enjoy dressing-up in saris and using the Chinese bowls and wok and they enjoy art and craft activities and stories to explore a range of festivals around the calendar year. Children also explore diversity as they play with a range of toys and read books that depict positive images of disabled people.

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	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

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	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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