

Appletrees Day Nursery

Inspection report for early years provision

Unique reference number EY382392
Inspection date 16/11/2009
Inspector Ingrid Szczerban

Setting address Woodlands, Green Lane, Littlethorpe, RIPON, North
Yorkshire, HG4 3LR
Telephone number 01765603644
Email lucy@appletreesdaynursery.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2009

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Appletrees Day Nursery is a limited company which was registered in 2009. It operates from a converted ground floor area of a private house in the village of Littlethorpe, near Ripon. The front door is used for access, there are no steps. Children use two playrooms and a large conservatory. There is access to a secure outdoor play area, a wooded area and to the extensive grounds of the house.

The nursery is registered on the Early Years Register. A maximum of 18 children may attend the nursery at any one time. There are currently 22 children on roll and the setting supports children with learning difficulties. Opening times are from 7.45am to 6pm each weekday, for 51 weeks of the year, with the exception of bank holidays. The setting receives funding for early education for three and four year olds. Five staff work directly with the children, four of these hold relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery gives detailed attention to meeting the care, learning and development needs of children. Children partake in a wide range of activities and make good progress in their learning. Inclusive practice is promoted very well and children are valued and respected as individuals. The provider is able to assess accurately the service which is offered and has taken appropriate action to make improvements. A good capacity to continuously improve the service is demonstrated.

What steps need to be taken to improve provision further?

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

- ensure that the six areas of learning are consistently covered.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. Staff members are suitably vetted and good practice ensures that new staff do not have sole charge of children, until their checks are clear. Children remain safe both on the premises and on outings as comprehensive written risk assessments are effectively implemented. The staff have good knowledge of child protection issues and all staff hold a current first aid certificate. The premises are clean and well-maintained and children use separate hand towels to prevent the risk of any cross infections. All potential hazards are minimised. There is a clear sickness policy which is rigorously implemented to ensure against the spread of any contagious illnesses.

The manager provides good leadership. Staff, parents and children are involved in the evaluation of the service. Parents opinions are sought regularly both verbally and through questionnaires. Children's opinions are valued and their ideas are acted upon. For example, they make suggestions for meals they would like, which are incorporated into the winter menus. Staff meet together regularly to plan the curriculum and to identify areas for improvement, such as further training and developing a more formal self-evaluation system. One member of staff has recently completed a degree in Early Childhood Studies and another is working towards the same level. Staff work well together as a team and are enthusiastic in their approach.

Since the nursery was registered, a wooded area has been developed in the garden for children. Advice is also sought from the local authority's early years reflective practice and development workers. As a result, the nursery are currently engaged in developing the methods by which information is shared with parents about the Early Years Foundation Stage. Good links have been made with external agencies in order to meet the needs of children, such as a speech therapist and an occupational therapist.

Partnerships with parents and carers are outstanding. There are extremely good systems in place to exchange information and extend children's learning at home. Daily diaries about children's development are kept and discussions take place each day. The child development records are freely available to parents and they too make entries about what their child has done at home. Glowing testimonies in parent questionnaires indicate their complete satisfaction with the service. Their comments include, "Appletrees is keen to adapt to any dietary requirements and specific needs of the child", and "friendly approachable staff, always available to talk, positive swapping of information is valuable and very much appreciated". Parents each receive an information pack which contains all the policies and procedures and all necessary written consents are obtained from parents. Parents are invited into the nursery to share their skills and jobs, such as fire-fighters, and song-writer, who composes a welcome-song for the children to sing.

Equality and diversity are highly-valued. Children from different backgrounds are warmly welcomed and very good arrangements are made to meet the needs of children with learning difficulties. Children learn about customs and festivals from around the world. They regularly eat foods and listen to music from other countries. The toys and books which children use reflect positive aspects of diversity, hence they learn to appreciate similarities and differences. Children are able to choose what they want to do as the majority of toys are stored at child-height. Thus they become increasingly independent and learn to make decisions.

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

The children make good progress in their learning and development. Good observations and assessments are made by the staff who are key workers for the children. These include what children are interested in, what they are learning and

their next steps for progression. However, the specific area of learning is not always identified in the development records. Detailed information is obtained from parents before children begin, this helps the staff to be able to progress children's development as soon as they start, it also ensures that they are aware of and able to plan for, individual interests. Plans are used flexibly to follow the direction that a child may wish to take, thereby sustaining their interest and promoting children's self-esteem and creative ideas.

The children are happy and settled because a regular routine, based around their needs, is provided. They feel safe and are at ease in their warm and loving relationships with staff who provide them with lots of smiles, words of encouragement and cuddles. High-levels of individual attention are given to children and they are confident in their surroundings. Staff support children's learning well by talking to them about what they are doing, such as reading books brought to them by children.

Children learn self-care skills. Two-year-olds can put on their own Wellington boots, and brush their own teeth and feed themselves, with occasional adult help. The children can serve themselves at lunchtime and spoon onto their own plates. They clearly enjoy this and gain a sense of confidence and achievement. Children are well-behaved and display good manners. They enjoy taking responsibility and smile broadly in response to the praise they receive, as they help to tidy away toys.

Children learn about their personal safety and how to remain safe as they play. Home-cooked, healthy and nutritious food is given to children, which includes fresh fruit for snack. The food provided is locally sourced and predominantly organic. Menus include foods from around the world and children eat with relish, chicken and vegetable kebabs with cous cous. Children learn about where food comes from as they help to grow fruit and vegetables in the garden. Good oral hygiene is promoted, children brush their teeth after meals and only drink water during the day. Children rest and sleep according to their individual needs so that they remain healthy.

Children delight in being active outdoors and the all-weather surface provides a suitable all-year-round area for them to have fresh air and exercise. They can balance and climb on scooters, the slide and small bikes. The wooded area in the extended grounds is accessed via a leafy, tunnel-like pathway with an overhead canopy of trees. At the end of the pathway there is a playhouse. Key workers take their small group of children to this place where they experience the sights, sounds and smells of nature and look for mini-beasts.

Children extend their knowledge of the world around them as they celebrate festivals from other cultures, such as Divali. They explore the local countryside looking at the canal, farm animals, trees and flowers. Children use technology, they have computers and take their own photographs.

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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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