

Apricot Day Nursery

Inspection report for early years provision

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Inspector Tracy Bartholomew

Setting address Lescun Close, Pangbourne Road, Upper Basildon, Reading,
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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

Apricot Day Nursery was registered in 2006. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from purpose built premises in Upper Basildon, near Reading. There are two playrooms, conservatory and a kitchen and an enclosed garden with sheltered gazebo for outdoor play.

The nursery is registered to care for no more than 14 children under eight years at any one time. The registration does not include overnight care. The nursery is open from 08:00 until 18.00 during week days. There are currently 17 children on roll all within the Early Years register. Children are cared for by six staff, two of whom work part-time. Four staff hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children thrive at this nursery and achieve to their individual full potential across all areas of their learning and development. This is due to the staff's working knowledge and commitment to provide a welcoming, homely, stimulating and fun learning environment. The practice supports the uniqueness of all children and staff are very aware of their differing needs and how they can support these. The nursery has a clear plan for self-evaluation, they have highlighted areas for future development, which as a result promotes good outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that all staff are aware of the current policies and procedures and that these are reflected within the setting especially in relation to the administration of medicine
- ensure the key person approach is implemented and understood by all staff to allow each child to develop a secure relationship with those directly caring for them

The effectiveness of leadership and management of the early years provision

Safeguarding and ensuring children's safety is of the highest priority within this nursery. The management have a robust vetting and recruitment procedures, which as a result ensures that all staff are suitable for the roles advertised and undergo specific legal checks to ensure they are suitable. Most staff are aware of the policies and procedures, although some described practices are not coherent with the written procedures, especially in relation to medication. Nevertheless, staff are confident with all other procedures, which fully support's the health,

welfare and safety of the children attending. The management team and staff have a secure understanding of child protection; they understand the routes for referral and the important role they have to safeguard children at all times. This coupled with detailed risk assessments, ensures that children's safety is of high precedence.

The manager and staff team has a clear vision for the setting's future. They understand the need for consistent reflection on their practices, documentation and training and strive to maintain the high standards that they accomplished. Great importance is placed on staff training and as a result this improves the learning experiences that the children receive. Staff promote equality and diversity appropriately overall, the children have access to a sound range of play materials and artefacts which enable them to develop their understanding of the world around them.

The nursery has a very good partnership with parents. Parents note that every member of staff knows their children and welcomes them personally and equally throughout the setting. Throughout the setting there are leaflets for parents, planning and newsletters. These detail how the parents can extend their children's learning at home as well as offer support and guidance on parental issues. In addition to this information there are detailed notice boards explaining the Early Years Foundation Stage and how this is used throughout the children's day, this clearly shows how the staff are covering the children's area of learning. The staff provide detailed and tailored guidance on how the children are developing, which is supported by the children's profiles. In addition the staff have good understanding of their role for effective partnership with other professionals involved in the care of children, and when required this will ensure continuity of care and coherence to enable good outcomes for children.

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

Children clearly enjoy their time in the setting; they experience a good range of activities that help them develop and learn throughout the Early Years Foundation Stage (EYFS). Most staff have a very secure understanding of the requirements overall and use their knowledge and skills within the planning to ensure that all children are provided with worthwhile activities, which consistently cover the six areas of learning. Children clearly enjoy and self select from the good array which is available. For example, all children enjoy the musical instruments and sand tray within the setting, they play in harmony within the garden sharing the equipment and riding on equipment appropriate to their age and stage of development. Excitable screams are heard as child whiz down the car track and vast amount of discussions are held with staff and children as they master the climbing frame and show curiosity with the horses in the near by field. Staff offer a good range of support to the children's play through their interaction and questioning, this in turn supports the children emotionally, physically as well as developing their communication, language and literacy.

Children have formed close friendships with their peers and staff. The staff are

skilful at taking the lead of games when required and follow the lead from the children. This ensures that the children are fully engaged in activities either provided or composed for them. The staff promote learning, both indoors and out well. The nursery operates a key person system, however, not all staff are fully coherent with the requirements of this and as a result this is at times not always implemented to its full potential. Although children do not feel the effects of this due to the continued attention they receive from all the staff, further adaptations to this area would enable children to feel even more confident.

There are clear and suitable expectations for behaviour. The children behave well overall, staff keep a watchful eye on all children, which eliminates any possible disputes. Staff praise children's achievements and progression exceptionally well, this in turn raises the children's self-esteem and confidence. This combined with the vast array of children's art work and displays which include photographs of the children, provides a positive enriched and valid learning environment for all children to explore and learn within.

Children use clean premises overall. Each child has their own bedding bag which contains their favourite bedding and comforters from home. This gives the children an extra source of comfort when going off to sleep. There are sound procedures to help prevent the spread of cross-infection, such as hand washing prior to eating and ensuring that tables are hygienic prior to meals. All children are also offered plenty of opportunities to undertake vigorous outdoor activity. Resources are plentiful both in and outside the nursery, these have been carefully chosen to ensure children are provided with high levels of challenge and they are well used by all.

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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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