

Apple Blossom Day Nursery

Inspection report for early years provision

Unique reference number EY394728
Inspection date 15/03/2010
Inspector Sharon Greener

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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 Blossom Day Nursery opened in 2009. It operates from self-contained facilities consisting of five playrooms, the round-room and associated facilities. The nursery is located within the premises of the primary health care buildings. It is situated in the residential area of Barnes in Sunderland. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Registers for a maximum of 71 children at any one time. There are currently 72 children aged from eight months to four years on roll. All of the children currently on roll are in the early years age range, and 15 children receive funding for early years education. The nursery employs 12 staff. All of the staff hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery welcomes children and their families into an inclusive environment. Staff work effectively with parents and very well with others to meet children's individual needs, and children make good progress. The service, care and education provided are evaluated very well. Areas for further development are identified, tasked effectively and supported by documented action plans. All of the required documentation is in place and is very well organised. Overall, children have access to a good range of resources and activities.

What steps need to be taken to improve provision further?

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

- consider how outings can be incorporated into the programme of activities for all children on a regular basis
- ensure that children in each playroom have easy access to resources which help to further extend their awareness of diversity.

The effectiveness of leadership and management of the early years provision

Staff's understanding of the safeguarding children procedure is good and several have completed relevant training. The recommended child-protection literature and contact details are in place for reference purposes. Risk assessment procedures are good. Staff have good knowledge of pertinent policies and procedures, such as, those relating to a lost or uncollected child. A detailed complaints policy is in place and staff demonstrate a sound awareness of the process. Procedures for the collection of children are strict. Security of the premises is very well maintained. Appropriate safety equipment is in place. Regular fire drills are carried out and

recorded. All visitors are screened and supervised by staff that work very well together as a team. Children are very closely supervised. Recruitment and induction procedures are efficient. Systems to ensure the ongoing suitability of staff are good, and include the regular renewal of Criminal Records Bureau checks. The management ethos within the nursery is very supportive. For instance, staff benefit from the open-door style of management, one-to-one supervision sessions, access to training and regular team meetings.

The required documentation is in place and is very well organised. Systems of assessing the service, care and education provided are effective, and all staff and parents have an input into the process. Staff have a genuine commitment to the continued improvement of the service provided. Very good use is made of space. Playrooms are very well laid out and children have access to a good selection of resources. Child-friendly storage systems allow them to make choices and self-select resources with ease. This helps foster their decision making and independence skills. Staff understand well the importance of promoting equality and eliminating discrimination, and present themselves as positive role models. In general children have access to a suitable selection of activities and resources to help raise their awareness of diversity. However, some playrooms are better resourced than others. Good procedures are in place to support children who speak English as an additional language. For example, the services of a translator have been acquired to aid communication with one family. Arrangements to support children with special educational needs and/or disabilities are suitable. Staff are able to explain how they would work closely with parents and liaise with others to ensure children's needs are met accordingly. Where necessary the environment and activities would be adapted, and additional resources obtained.

Suitable systems are in place to foster links with others delivering the Early Years Foundation Stage, so as to support children's continuity of learning. Very good relationships are forged with parents. They are kept very well informed of their children's progress and day-to-day events. This is achieved through the effective use of displays, newsletters and verbal feedback. Respective parents have access to their children's records. They are encouraged to contribute information regarding their children's development via 'home-to-nursery' dairies. Staff keep parents very well informed of their children's current interests and preferred activities. This allows parents to support their children's learning by mirroring activities and resources at home. Verbal feedback from parents is most positive. One parent said he is kept very well informed of how his child is doing, and that his child 'has made real good progress'. Other comments include 'more than happy with the service', 'my little one is doing really well and loves nursery', 'my child is happy and I get good information about the activities and my child's progress' and 'the food is good and the staff are brilliant'.

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

Staff show a sound understanding of the Early Years Foundation Stage. They are eager to nurture children's learning and development and do so very well. Overall, children are provided with a good range of resources and learning experiences.

Opportunities for children to go on outings to places of interest are not yet incorporated into the programme of activities provided. However, special visitors are invited to the nursery, such as, a nurse, a paramedic and a police officer. Children are able to explore their environment freely under the very close supervision of staff. This enables them to make their own discoveries and to learn at their own level and pace. A good variety of adult-led activities are provided, such as, cookery, story time, singing and additional physical and creative play activities. Plans are flexible in response to children's interests. For instance, one baby's current enjoyment of music is nurtured through the provision of a selection of musical toys for them to explore. Children benefit from the enthusiastic and supportive interaction of staff. Effective procedures enable staff to establish a very sound understanding of children's individual requirements and initial starting points. Information acquired through ongoing observation and assessment is used very well. This enables staff to assess children's capabilities and to identify the next step to support each child's progression. These processes help staff shape and inform planning accordingly, and children make good progress towards the early learning goals.

Staff make good use of discussion and questions to enhance children's learning. For instance, a young child playing with play-food was actively encouraged to describe the ingredients of the sandwich they were making. Children's efforts and achievements are acknowledged and praised readily by staff, for example, a toddler's ability to correctly recognise and name a carrot when playing with a selection of real vegetables and compost. An older child's ability to count pieces of plastic cutlery and name the various colours correctly was praised. This positive reinforcement helps promote children's confidence and self-esteem. Children's behaviour is managed very well by staff using age-appropriate tactics in a calm and consistent manner. Children respond positively and their behaviour is very good. Very close, warm relationships are evident between children and staff. Children are very confident in their communications and interactions with staff and are happy and contented. For example, staff working with babies give lots of reassurance, cuddles and eye contact. Babies are encouraged to communicate whether this is through facial expressions, gestures or verbal utterances. Staff are responsive to children's needs. For instance, a baby pointed to the bench and said 'do-do'. A staff member responded immediately by giving the baby the do-do and a cuddle, as the baby was feeling sleepy. Older children are confident in their communications with staff. They initiate conversations readily, ask questions freely and make known their needs and thoughts. For instance, when eating lunch, an older child told a staff member that the vegetable soup was making their tummy and blood nice and hot. Children build age-appropriate relationships with peers. This is shown by the way that they share resources, take turns and show concern for others. Staff help raise children's awareness of safety matters very well, such as, 'stranger danger', the correct use of resources and fire awareness. This is achieved through play, discussion and practical drills, and helps keep children safe.

Hygiene standards are very well maintained. Familiar routines and the positive role modelling by staff help promote and reinforce children's understanding of good hygiene practices. The benefits of an active lifestyle are very well promoted. Children have daily opportunities to take part in a variety of physical play activities, and to use resources and equipment to support their physical development. For

example, indoors children enjoy dancing and keep-fit activities. The outdoor play area gives children access to a good selection of play equipment, where they benefit from fresh air and are able to observe wildlife and search for mini-beasts. Children are able to test and refine their physical skills in a supportive environment. Parents are closely consulted about children's medical or dietary needs and details are recorded. Healthy eating is very well promoted. Menus are displayed and offer a variety of nutritious meals and snacks. Special themes, such as 'Healthy eating, healthy body - happy me', and the activities provided help raise children's awareness of a healthy lifestyle. Children have access to fresh drinking water and other suitable drinks throughout the day. Staff have a good understanding of procedures to be followed regarding the administration of medication, accident management and the care of a sick child. This helps promote and preserve children's welfare.

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