

Apple Tree Pre-School

Inspection report for early years provision

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Inspection date	04/03/2010
Inspector	Denise Franklin

Setting address	Sidmouth Infant School, Manstone Avenue, Sidmouth, Devon, EX10 9TJ
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Telephone number	01395 577233
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Email	
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Type of setting	Childcare on non-domestic premises
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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
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 Tree Pre-school opened in its current location in 1999. It operates from a classroom in a school close to the centre of Sidmouth and serves the local area. It has close links with the school. The setting is on the Early Years Register.

The pre-school is registered to care for 18 children, aged from three to five years. There are currently 30 children in the early years age range on roll, of who 29 are funded. The group welcomes children with special educational needs and/or disabilities and those who speak English as an additional language. The pre-school opens five days a week during school term times. Sessions are from 9:00am to 11:30am every day, and on Mondays, Tuesdays, Wednesdays and Fridays there is a lunch session from 11:30am to 12:40pm, followed by an afternoon session from 12:40pm to 3:10pm. Children attend for a variety of sessions.

There are four staff members who work with the children, three staff members hold an early years qualification to Level 3 and one has a Level 1 qualification. The pre-school is managed by a committee and is a member of the Pre-school Learning Alliance. They receive support from a Foundation Stage advisory teacher and a range of other relevant professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Apple Tree Pre-school makes good provision for the children. The children make good progress in their learning and development and achieve well. Partnership with parents/carers is outstanding and a key strength. Monitoring and evaluation of provision is good and the manager has good knowledge of the strengths and areas for development. The capacity for improvement is good.

What steps need to be taken to improve provision further?

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

- improve the balance between adult led activities and those selected and chosen by the children.
- provide children with opportunities to take responsibilities for the running of the setting and develop independence.

The effectiveness of leadership and management of the early years provision

The manager is well supported by a committed team that are focused on helping children make good progress in their learning and development and promoting their welfare. They work effectively to ensure that all children, including those with special educational needs and/or disabilities and those who speak English as an

additional language, have an equal opportunity to achieve as well as they can. The setting is well supported by the committee who are fully involved in decision making and fund raising. Safeguarding procedures are outstanding and rigorously implemented. This includes procedures for ensuring staff are suitable to work with children and detailed risk assessments.

The setting has effective strategies to monitor and evaluate practice. The manager reports regularly to the committee so that they can base decisions on evidence provided. The self-evaluation form effectively evaluates provision and the setting has rightly judged themselves as good in many aspects of their work. The manager is fully committed to improving practice and all recommendations from the last report have been successfully addressed. There is good provision for children with special educational needs and/or disabilities and for those who speak English as an additional language. This ensures they achieve as well as the other children.

The setting has good links with the school onsite and have access to their large outdoor play area each day. This provides the children with plenty of exercise and fresh air. There are also good arrangements for transfer to school. Links with other services ensure children who need additional support have all the support they need.

Partnership with parent/carers is outstanding. They receive plenty of information about the curriculum, events and their child's progress. The manager rightly identifies their work with families as a key strength of the setting. Parents have access to their child's Learning Journeys and can discuss any concerns with their child's family worker (key person) at any time. They contribute to the diaries by providing information about their child's interests, likes and dislikes and share in their child's achievements at home through the 'wow' stickers. They are fully involved in their child's learning and development.

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

Children enjoy learning in this attractive and stimulating environment. Achievement is good. Staff plan activities in detail, after observing the children for the first half-term and ensure that their specific needs, including their next steps in learning are clearly planned for. These include both adult led activities and those planned by the children. However, there are insufficient opportunities for children to plan and make decisions about their own learning and development in each two and a half hour session. At the start of the day children sit quietly in a circle and after registration they learn about shapes, in particular specific mathematical language associated with shapes. After snack time they enjoy a planned session in the playground. This is a half an hour session held at the same time each day in the school and all the children enjoyed running around and playing with the bikes and tricycles. For the next hour, children choose their own activities and have access to a range of activities chosen by themselves and also a variety of activities set up to meet their targets set to help them achieve their next steps. During this session children have access to the small outdoor area, which is attractive, stimulating and covers all areas of learning. Children can move freely inside and outdoors. There

are more opportunities for independent learning when children stay for a whole day.

Children have excellent knowledge and understanding of staying safe. Staff plan activities to reinforce the importance of safety and in role play children take on the roles of fire fighters. All procedures relating to safety of children are high quality and care is a very high priority in the setting. There are very good systems in place for taking children to the toilets that are located along the corridor in the school. Children sit together to enjoy a healthy snack, which includes a cracker, cheese and a piece of fruit. This is a good social occasion but opportunities are missed for children to take responsibilities such as helping to prepare the snacks, spreading the crackers themselves and pouring their own drinks. Behaviour is good and children respond well to strategies used by staff to promote positive behaviour. Children enjoy responsibilities such as putting the register away but these are limited. They are developing good basic skills and are well prepared for the next stage in their learning and development.

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	1
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	1
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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