



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 318110

DfES Number: 524406

INSPECTION DETAILS

Inspection Date	03/03/2005
Inspector Name	Maralyn Chiverton

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Apple Tree Day Nursery
Setting Address	62 Main Street Sprotbrough Doncaster South Yorkshire DN5 7RJ

REGISTERED PROVIDER DETAILS

Name	Mrs Charlene Hyde
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Apple Tree Day Nursery is privately owned and first opened in 1994. It is situated in Sprotborough, a village near Doncaster. It operates from the ground floor and first floor rooms in a building which until 1994 was the local village school. Children who receive funded nursery education are accommodated in a separate building on the main site, this is made up of the entrance hall leading to one playroom. There are two toilets and a kitchen area. This building is also used for the after school club. There is a fully enclosed outdoor play area. The nursery serves the local area.

There are currently 105 children on roll 20 of whom receive funded nursery education. Children attend for a variety of sessions. The setting currently supports children with special needs.

The group opens all year round, Monday to Friday 07:45 to 18:00 excluding bank holidays and Christmas. The out of school club operates Monday to Friday during school term times.

Sixteen staff work with the children. Over half the staff have early years qualifications to National Vocational Qualification level two or three. Others are working towards a recognised early years qualification. The setting receives support from the Early Year Development and Childcare Service.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Appletree Day Nursery offers high quality, effective nursery education. Children are making very good progress in all six areas of learning.

The quality of teaching is very good. Staff have secure knowledge and understanding of the Foundation Stage. They provide a well structured learning environment which allows children to take initiative and become self sufficient in selecting the activities they want to play with. Staff manage the children very well and have very good relationships with them. They plan well-balanced opportunities for children to practise existing skills and help them develop new ones. They question and challenge children appropriately and explain things clearly for children to understand. Staff display warm, caring qualities, they are enthusiastic and committed to providing a quality service. They meet individual needs of the children and those with special needs are supported and encouraged to take part in all nursery activities. Staff assess children's progress against the stepping stones and early learning goals; they use this information to extend children's learning. Staff monitor and record children's achievements and progress which is shared with parents.

The leadership and management of the nursery is very good. Staff are well led and managed which results in a committed team who work together and have a systematic approach to all aspects of their work. They are supported in their training needs and deployed effectively to ensure children receive a well stimulating environment to develop their learning. Leadership and management work closely with the local authority to assess and monitor the provision they provide.

The partnership with parents is very good. They receive detailed information about the setting and are encouraged to participate in their child's learning through accompanying children on visits, being well informed about forthcoming events and talking to the children in the setting about the job they do.

What is being done well?

- Children are offered extensive interesting, exciting experiences and activities which help them to become independent, motivated learners.
- Staff use very good strategies to promote good behaviour. They give children clear consistent boundaries and explain the effect unacceptable behaviour has on others.
- Children with special needs are actively encouraged to participate in all activities. Staff work in partnership with parents.
- Children benefit from effective teaching to help them use their skills and imagination in art and design.

- Parents are kept well informed about their children's progress and encouraged to participate in their learning.

What needs to be improved?

- the approach to recording children's progress to make it more consistent.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff have introduced a number of effective measures to tackle the issues raised in the last inspection.

Staff have a much better knowledge and understanding of the Foundation Stage.

Children's progress is assessed and recorded and planning is now around the six areas of learning and includes evaluation and next steps.

Parents now receive a regular newsletter and are encouraged to discuss and be involved in their children's learning.

A wide variety of mark making materials are readily accessible to children, they have a defined role play area and are offered an extensive variety of creative activities, experiences and resources for them to investigate and explore.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show very good concentration skills and self esteem. They are confident, motivated learners who show very good independence skills. They have very good relationships with adults and other children, are confident to suggest and try new activities. They show a good understanding of right and wrong and children respond to significant experiences with a wide range of feelings. They particularly enjoy role play. Children behave very well and are developing a good sense of community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language for communication all the time. They speak clearly, negotiate with others and listen well to stories. They use talk to organise and explore real and imagined experiences; a visit from a Police Officer, role play in the Doctor's surgery. They can recognise and write their own name and have a very good understanding of writing for a purpose and that print carries meaning. Children are offered a wide range of mark making materials to develop their writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use number in familiar context. They say and use numbers in order, can count confidently to twenty and recognise numerals to fifteen and enjoy participating in number rhymes and songs. They identify more and less and they use mathematical language to describe shape, size and quantity. Children recognise and recreate patterns through threading, pegs and boards and pattern boards. They have access to egg timers and calculators.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore a wide variety of living things and objects through visits from the Zoo Lab and making shoe box gardens. They have a very good understanding of the area they live in and are able to observe and identify particular features. The environment is structured to allow children to be self sufficient to be able to select tools and techniques to build and construct using a wide range of materials and objects. Children are developing awareness of their own culture and that of others.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are offered a wide range of resources and activities to develop their physical skills. They are given sufficient time to use a range of small equipment, scissors, rolling pin, cutters, punch, stapler, threading beads, which promotes very good hand eye coordination and control. Children have regular access to the park where they can travel around, under, over and through balancing and climbing equipment. They recognise the importance of staying healthy through fun activities.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore colour, texture, shape and form through well planned creative activities such as making a shoe box garden, observing and drawing daffodils. They respond positively in a variety of ways to what they can see, hear, taste, touch and feel. Children use their imagination well in art and design and particularly role play. They enjoy singing accompanied by musical instruments which develops recognition of sound patterns and how they can be changed.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- No key weaknesses have been identified but consideration should be given to the following:
- Develop a more consistent approach to recording children's progress.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.