



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 318110

DfES Number: 524406

### INSPECTION DETAILS

Inspection Date	04/03/2003
Inspector Name	Karen Ann Byfleet

### SETTING DETAILS

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

### REGISTERED PROVIDER DETAILS

Name	Mrs Charlene Hyde
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### ORGANISATION DETAILS

Name
Address

## 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. The nursery is open 51 weeks of the year, Monday to Friday, from 7.45 am to 6.00 pm. The nursery receives funding for 10 three year olds. No four year olds that attend are in receipt of funding. No children with special educational needs or English as an additional language currently attend. The majority of the children attending are from the local residential area, which reflects a range of social and economic backgrounds. The accommodation consist of the ground floor and first floor room in a building which until 1994 was the local village school. Funded children accommodate a separate building on the main site, this is made up of entrance hall leading to one playroom. There are two toilets with wash basins and a kitchen area. This building is also used for the after school club, which operates Monday to Friday during school term times. The outside play area is made up of enclosed grassed and concrete areas. Three staff work with the funded children and of these one holds a relevant qualification in childcare. The nursery is a member of the Pre-school Learning Alliance and receives advice and guidance from the Early Years Partnership.

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

### How effective is the nursery education?

Overall children are making limited progress towards the Early Learning Goals. They are making generally good progress in personal, social, emotional and mathematical development. The quality of teaching has significant weaknesses. Staff have limited knowledge, or understanding of the foundation stage, early learning goals and the stepping stones. A limited amount of resources are provided for the children. They are unable to change toys as they wish. Staff need to ensure that regular assessments and evaluations of children's development are carried out in order to inform future planning, and ensure that challenges are set for children to help them progress and develop. Children's behaviour is well managed and there is good interaction and relationships between the staff and the children. There are significant weaknesses in leadership and management. Although staff are supported in their training requests for them to develop their roles, management do not fully appraise and evaluate their development. Staff and management do not fully assess and evaluate the settings strengths and weaknesses in the early learning goals. Partnerships with parents is generally good. Parents are provided with an information booklet about the setting. Plans of activities are displayed for parents to see and there are strong friendly relationships between staff and parents.

### What is being done well?

Children display very good personal and social skills, they work well independently and in group situations and behave well. Children are able to undertake activities which promote their mathematical and physical development. There is good interaction between staff, children and parents. Staff are supported in their personal training requests in order for them to develop their roles.

### What needs to be improved?

staff need to address the issue of building on children's existing skills and provide more challenges in activities they plan and provide. regular observation, evaluations and assessments carried out and recorded should be reflected in the planning. children need to be provided with more opportunities to access information technology equipment, to develop their investigative skills, access to mark making equipment, explore more creative activities, and to have an equal opportunity in role play situations leadership and management need to ensure that all staff update their knowledge and understanding of the foundation stage, early goals and stepping stones, in order for them to develop their skills in planning and assessments. suitable reference books for children to access.

### What has improved since the last inspection?

The programme for mathematical development has improved. Children now have

more opportunities to compare, sort, match and solve problems using simple number operations, such as addition and subtraction. Children now have access to a range of climbing and balancing equipment to promote their physical development.

## SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children are making very good progress in this area. They are interested in activities provided and work well both independently and in groups. They relate well to their peers and the adults caring for them. Behaviour is very good and the children share, take turns and show consideration for each other and their environment.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Significant Weaknesses
There are significant weaknesses in this area. Children are unable to freely access writing and mark making materials. There is no familiar lettering or words visible within the environment for children to see. Children enjoy books stories and singing and can freely access story books, although their access to factual and reference books is very limited. Children's language is good, and is used appropriately in their play. They listen and join in with group time.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress in this area. They use numbers in practical activities well, for example when counting bricks in a tower. They are able to match, sort and compare sizes of objects, follow patterns, calculate how many and use mathematical language appropriately. They have no access to written numerals within the environment.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Significant Weaknesses
There are significant weaknesses in this area. Children are given little opportunity to explore and investigate. Their sense of time is developing through routines such as snack time. They talk about events past and present in group and one to one situations. Opportunities are limited for children to develop their learning about different lifestyles, cultures and there are insufficient resources to fully develop their skills in using information technology or to investigate natural materials.	

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress in this area. They are able to move around confidently both indoors and outdoors. They have access to a range of sit and ride equipment and to climbing and balancing equipment. They have good spatial awareness of themselves and others. They have good hand / eye co-ordination and use one handed tools such as paint brushes, with confidence. Children need to have more access to simple tools such as scissors.	

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses

There are significant weaknesses in this area. Children have few opportunities to explore colour, texture and shape in two and three dimensions. They are able to practice real and imagined experiences in role play, although this is limited as children are not able to freely access dressing up equipment. They have too few opportunities to develop all of their senses. Children do not fully explore a sense of rhythm due to lack of musical instruments..

Children's spiritual, moral, social, and cultural development is fostered appropriately:

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<b>OUTCOME OF THE INSPECTION</b>
The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

<b>WHAT THE SETTING NEEDS TO DO NEXT</b>
Ensure that staff update their knowledge and understanding around the early learning goals. Ensure staff carry out regular assessments of children's development and reflect their findings in their planning of activities in order to challenge children as they develop and progress towards the early learning goals and that these are shared with parents on a regular basis. Provide and develop resources for information technology, mark making and role play Extend childrens exploration of creative activities and resources.