



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 135973

DfES Number: 582530

INSPECTION DETAILS

Inspection Date 29/06/2004
Inspector Name Janice Clark

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Apple Tree Pre-School
Setting Address Deers Lodge Scout Hut
Deerhurst
Soundwell
Bristol
BS16 4YE

REGISTERED PROVIDER DETAILS

Name Apple Tree Pre-School 192687

ORGANISATION DETAILS

Name Apple Tree Pre-School
Address Deers Lodge Scout Hut, Deershurst
Soundwell
Bristol
South Gloucestershire
BS16 4YE

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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 Pre-School opened in 1995 and is a committee managed group. It operates from the Scout Hall sited on waste ground in the residential area of Soundwell. The children have access to a large hall, a smaller room and an outside play area. The group opens on a Monday to Friday from 09.00 to 13.00 during term time only.

The group offers care for children from two years to under five years. Currently 22 children attend throughout the week on a variety of sessions. There are 12 children receiving funding for nursery education; six are aged four and the others are age three. There are no children attending who have English as a second language. The group is currently supporting children with special educational needs.

There are five members of staff working with the children. Over half have early years qualifications of level one and three. Two members of staff are working towards a recognised early years qualifications. The setting receives support from the Early Years Childcare Partnership and Play Link.

How good is the Day Care?

Apple Tree Pre-School provides satisfactory care for children. The premises are maintained and cleaned to a satisfactory level, however the children's toilets are not hygienically maintained. Space is used appropriately and a high adult ratio ensures that the staff spend good quality time with the children. There is sufficient space for children to play freely and without restriction. Toys and equipment promote all areas of development. All policies and procedures are in place but some lack necessary detail.

Safety is a high priority in the group. Staff are active in promoting children's personal hygiene. Drinks are available on request and snacks are varied and nutritional. Children have the option to stay for lunch and this is supplied by the parents. Staff have a good understanding of what is meant by abuse and neglect. However, there is scope for staff to extend their knowledge of the child protection procedure.

The staff offer a wide range of interesting and fun activities for children to choose from and good use is made of the outside play area. The needs of the children are discussed on entry to the group to ensure continuity of care. All children are included in all activities. The group work well with parents and outside agencies to ensure that children's individual needs are being met. Staff are consistent in their behaviour management and the behaviour in the group is good.

Parents are provided with generally good information about the setting and its education system. Staff are friendly and approachable. However, there are few opportunities for parents to share information about their children's progress and development

What has improved since the last inspection?

During the last inspection the group were requested to ensure that locks on the toilet door could easily be opened from the outside, conduct a risk assessment of the premises, ensure that the first aid box and its contents comply with health and safety regulations and devise and make available to parents a written statement on special needs which is consistent with current legislation and guidance.

Since the last inspection the group have altered the lock on the toilet door to ensure that children are unable to lock it from the inside. They have devised and regularly carry out a risk assessment of the inside and outside of the premises. This identifies actions to be taken and minimises risks leading to a safe environment for children to play. There is a well stocked first aid box in place. The contents are checked regularly and complies with the health and safety regulations. There is a written statement on special educational needs in place which is consistent with current legislation and guidance. This is included in the parents prospectus ensuring that they are aware of the support available to them in the setting.

What is being done well?

- The group has a wide range of bright, colourful and stimulating toys and equipment suitable for all ages and stages of development. Children are interested in what is available and confident to choose from the wide range that is put out daily.
- Staff have a good awareness of potential hazards in the group and are vigilant about children's safety at all times.
- Staff are consistent in their behaviour management. They work closely with the parents and ensure that strategies used are developmentally appropriate. Good behaviour is valued and encouraged through praise.

What needs to be improved?

- recruitment procedures, to ensure that the appropriate references are requested for each individual

- hygiene, to ensure that the children's toilet's are hygienically maintained
- child protection procedure, to extend the existing child protection policy to include the procedure to follow in the event of an allegation being made against a member of staff or volunteer and to develop staff's knowledge and understanding of child protection issues
- documents, to ensure that the records of attendance for children, staff and volunteers are maintained appropriately, the fire drill is recorded effectively, the records for administrating medication to include written permission from the parents
- policies, to ensure that the complaints procedure includes the details of the regulator and that all policies and procedures are made available to parents.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
1	Ensure that when recruiting staff the appropriate references are requested for each individual.
4	Ensure that the children's toilets are hygienically maintained.
13	Extend the child protection policy to include the procedure to follow in the event of an allegation against a member of staff or volunteer. Further develop staff's knowledge and understanding of child protection issues.
14	Ensure that all policies and procedure meet the required National Standards and are accessible to parents.

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

How effective is the nursery education?

Apple Tree Pre-School provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. The provision for their personal, social and emotional development as well as their physical development is particularly well planned.

Teaching is generally good. Staff plan interesting and fun activities for children. They interact, question and listen to children effectively. Planning is informative, topic based and linked to the stepping stones and the six areas of learning. However, the system is not entirely effective as not all areas of learning are receiving adequate, regular attention. For example communication, language and literacy and knowledge and understanding of the world. Children with special educational needs are supported well. Behaviour in the group is good.

Leadership and management is generally good. Regular staff meetings and daily discussions ensure that there is good communication within the team. Staff show commitment to further development through attending training courses although there is scope for improvement in this area. The education provision is monitored and evaluated through the planning system and children's assessments. This is only partly effective as it fails to inform staff of the lack of challenges in the areas of communication, language and literacy, mathematical and creative development.

Partnership with parents is generally good. Parents are encouraged to be involved with their children's learning through a duty rota system. This encourages parents to extend their children's learning in the home. However, parents do not have an opportunity to share their children's progress and development on entry into the group or on a regular basis to enable staff to build on early experiences or share what the child is learning in the home.

What is being done well?

- Children have a good understanding about taking turns and show concern for others. Staff speak quietly in the group and encourage children to listen to instruction. This leads to a calm atmosphere, which promotes a good learning environment.
- Staff are deployed well in the group and good team work ensures that all areas of the play rooms are sufficiently covered and all children are supported appropriately.
- All children are involved in all activities. The group work well with parents of children with special educational needs and outside agencies to ensure that children's individual needs are being met.

What needs to be improved?

- planning, to ensure that all aspects of the six areas of learning receive sufficient and regular attention. In particular opportunities for children to gain an awareness of cultures and traditions and for children to develop a love of books and learn to care for them appropriately
- challenges for older and more able children to link sounds with letters, solve simple problems and to recognise numbers through daily routines and activities and to express and use their imagination in art and craft activities
- partnership with parents, to ensure that they have regular opportunities to share their knowledge of children's learning in the home and contribute to the assessment and progress records.
- staff's knowledge and understanding of the system for recording children's progress and development, to ensure that observations are used effectively to monitor children's learning.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection.

The setting has introduced a system for recording and assessing children's progress and development that is linked to the stepping stones and the early learning goals. Parents are informed of this system through the prospectus on entry into the group. However, the system is only partly effective as it fails to inform staff of the lack of challenges provided for children. Parents do not have regular opportunities to share their knowledge of their children's learning in the home or contribute to the assessment process.

The children are surrounded by labels of familiar words assisting in them making generally good progress in communication, language and literacy however, they do not have regular opportunities to recognise and copy numerals.

Children have opportunities to climb both inside and out during large physical play using a wide variety of resources. This enables children to make very good progress in their physical development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Most children separate from carers with confidence. The few children who need support are easily distracted and they are quickly involved in activities. Children can maintain attention and are developing their concentration skills as they discuss and plan for their sports day. They are forming good relationships with adults and peers. Children choose their activities independently and are encouraged to help to tidy up.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy listening to favourite stories, they interact and predict what is going to happen next. They use language for thinking when they make plans for their sports day and recall what happened last year. They are given opportunities to write for a variety of reasons in their play. Children are not encouraged to make full use of the book area to develop their love for books or learn how to care for them. More able children do not have regular opportunities to link sounds with letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are counting to ten and beyond when they count each other at registration. They are learning simple subtraction through songs such as 'Five Little Ducks' and are adding two groups of numbers together. Children are learning mathematical language as they measure and compare the size of each other's feet and sort out their shoes. However, older and more able children do not have regular opportunities to solve simple problems and recognise numbers through daily routines and activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are investigating and finding out about living things as they observe a frog that they found in the garden. They are building and constructing with a wide range of objects as they plan and design a small town. Children are finding out about their immediate environment and discuss events in their friends home lives. However, children do not have regular opportunities to gain an awareness of cultures and traditions through activities, discussions or a wide range of resources.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are moving with imagination, confidence and safety as they climb, balance, jump and crawl up, over and through a wide range of physical play equipment. Particular good use is made of the outdoor play area as staff take a variety of equipment outside on a regular basis. Children manoeuvre bikes around objects with safety. They are developing their co-ordination and their small manipulative skills as they use bats and balls and a range of tools and implements for manipulating play dough.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children are exploring colours and textures as they confidently paint their hands, print them onto paper and watch the colours change. They enjoy singing simple songs from memory and move their bodies rhythmically as they listen to their favourite music. They are using their imaginative skills through role play in a hospital situation. There are insufficient opportunities for children to use their creative skills imaginatively due to the expectation to produce a pre-defined end product.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- increase the staff's knowledge and understanding of the children's assessment system, to ensure effective use of monitoring and evaluating children's progress and learning
- develop and monitor planning and assessments to ensure that all aspects of the six areas of learning receive sufficient and regular attention. In particular communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development
- partnership with parents, to ensure that they have regular opportunities to share their knowledge of children's learning in the home and contribute to the assessment and progress records.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.