



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 205731

DfES Number: 594051

INSPECTION DETAILS

Inspection Date 23/02/2005
Inspector Name Beverly Kemp-Russell

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Apple Tree Day Nursery
Setting Address 37 North Cliff Road
Kirton Lindsey
Gainsborough
Lincolnshire
DN21 4NJ

REGISTERED PROVIDER DETAILS

Name The partnership of Mr I and Mrs G Cameron 205731

ORGANISATION DETAILS

Name Mr I and Mrs G Cameron
Address 37 North Cliff Road
Kirton Lindsey
Gainsborough
Lincolnshire
DN21 4NJ

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 day Nursery opened in 1997 and is one of three settings owned by the proprietor. It operates from premises situated behind a private house in Kirton Lindsey. A maximum of 18 children may attend the setting at any one time. The group is open each weekday from 07:45 to 17:45, all year round. All children share access to a secure enclosed outdoor play area.

There are currently 24 children on roll aged from birth to 5 years. Of these children 9 receive funding for nursery education. The setting supports the local community and surrounding areas. The setting can support children with special educational needs.

The setting employs seven staff. Five of the staff including the manager hold an appropriate early years qualifications. One member of staff is working towards a qualification.

How good is the Day Care?

Apple Tree Day Nursery provides good care for children. Toys and equipment provide a child orientated environment which helps promote children's all round development. The premises are purpose built and maintained to a high standard. Staffing ratios provide supportive adult care and staff are suitably qualified. Documentation including records, policies and procedures which are required for the efficient and safe management of the provision are well maintained. They help promote the welfare and care of children.

All aspects of safety are good, written risk assessments are regularly completed and staff are vigilant about children's safety both inside and outside. The setting promotes healthy eating and can provide for individual dietary needs of children. Staff hold first aid certificate's to ensure they meet requirements and promote good health of children. Arrangements for looking after pets are hygienic but the care routines and feeding arrangements of pets are not adequate. The setting can include and support children with special educational needs.

Staff provide a good range and balance of activities for children to support their play and learning. However, activities and resources that give children an understanding of the wider world are not fully developed. Staff are attentive to the children and show genuine interest in what they say and do. Children's behaviour is managed well, using praise and encouragement to promote positive behaviour in all areas of the setting. Staff work well as a team supporting each other to ensure the smooth running of the facility.

The setting has a positive approach towards working with parents and has established regular verbal and written communication. Systems for keeping parents informed about their children are in place.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The purpose built premises are specifically designed to meet the needs of children. They are warm and welcoming and well maintained. Toys and equipment help to create a stimulating environment for children.
- The setting has a positive approach towards working with parents and has established regular verbal and written communication. Systems for keeping parents informed about their children are in place.
- Documentation including records, policies and procedures which are required for the efficient and safe management of the provision are well maintained. They help promote the welfare and care of children.

What needs to be improved?

- the care routines of pets to ensure children's sensitivity and awareness of animals is raised
- the range of activities and resources that promote equality of opportunity and reflect positive images of culture, ethnicity and disability to ensure children have an understanding of the wider world.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no previous complaints to report.

Outcome of the inspection

Good

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
3	Ensure that staff help children learn about what is right and wrong with regard to caring sensitively to pets.
9	Improve the range of activities and resources that promote equality of opportunity and reflect positive images of culture, ethnicity and disability.

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

How effective is the nursery education?

Apple Tree day Nursery provides nursery education, which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff manage the children very well and have good relationships with them, which helps to support their learning. They organise the indoor and outdoor space and resources to create an interesting learning environment.

Planned activities are presented in an enthusiastic manner, but do not always provide a balance of curriculum. Staff record observations of children but assessments do not clearly identify children's progress along the stepping stones. Some staff's knowledge of the early learning goals is limited, although children are being provided with learning opportunities through set activities. Staff promote children's behaviour by positive reinforcement. In response children's behaviour is good. The setting has systems in place to support children identified as having special educational needs.

The leadership and management are generally good. However, systems for evaluating the effectiveness of the nursery education are not fully developed. The proprietor and manager show a constructive approach to encouraging staff development. The staff work directly with the children and are a good role model. Staff work well as a team and there is a commitment to provide a good quality service for all children. Relationships between staff and children are good and staff use questioning techniques to extend children's thinking and language.

The partnership with parents and carers is generally good. Staff have developed positive relationships with them. They receive written and verbal communication linked to the educational provision and any planned events. However, systems which enable parents to have an effective involvement and influence in their children's learning and developmental assessment processes for their child are not implemented.

What is being done well?

- Staff have a positive approach to working in partnership with parents and carers. Staff provide good verbal and written information for parents. A key worker system supports this.
- Relationships between staff and children are good and staff use questioning techniques to extend children's thinking and language.
- Staff promote children's behaviour by positive reinforcement, they are good role models for children. In response, children's behaviour is good.
- Staff organise indoor and outdoor space to create an interesting learning

environment for children.

What needs to be improved?

- assessment records to clearly show children's progress along the stepping stones and use observations to help identify and plan what children could do next
- systems for evaluating the effectiveness of the nursery education to raise staff's awareness and understanding of the foundation stage and early learning goals to ensure the curriculum is effective and balanced.
- systems which enables parents to have effective involvement and influence in the developmental processes for their child.

What has improved since the last inspection?

The progress made by the setting in response is generally good.

Resources have been purchased to support children's learning of rhyming words and resources for them to compare numbers.

Staff manage children's behaviour well. They offer appropriate intervention to encourage children to think about how their words and actions effect others. Staff are good role models for the children and in response, children's behaviour is good.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children interact co-operatively within groups, share and take turns. They show good levels of concentration and involvement in activities. Children's behaviour and consideration of others is generally good. They are using opportunities to develop their independence, particularly during snack-time. Children initiate interactions with others; have confidence to speak within groups and have formed good relationships with adults and other children. There is lack of challenge for more able children.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use books appropriately and enjoy stories. They are able to use language effectively, for negotiating and expressing imaginative ideas within their play. Children can recognise their name and are starting to associate meaning to print. They have some opportunities for mark making and more able children can write their name. Staff use lots of questioning to encourage children's language and thinking. However, opportunities for children to write for a variety of purposes are limited.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show an interest in numbers, they can count to 9 and above. Children are developing ability to recognise and follow simple patterns. They are using mathematical language, for example, big/little and observe and use positional language. Children enjoy joining in with number rhymes and songs. However, there are insufficient opportunities and challenge for children to problem solve and there are missed opportunities to say and use number and names in familiar context.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing awareness of the cultures of other people but resources to support learning are limited. Children make use of practical learning activities, to explore and study living materials, developing knowledge of why things happen and patterns of change. They select materials, use construction techniques and realise tools can be used for a purpose. Children know how to operate simple equipment but resources to support information and communication technology are limited.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children access a variety of resources which help them to develop physically. They use a variety of tools with good control to make changes to materials, to shape and construct. Children engage in healthy practices, including good hygiene routines and healthy eating. They are able to move confidently around each other, showing good balance and spatial awareness. There are missed opportunities to provide challenge for more able children.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children express their imagination through role play activities and music but there are too few opportunities for them to use their imaginations and express their feelings through art and design. They recognise and explore sounds and match movements to music. Children communicate their ideas by using a widening range of materials and tools and show interest in what they see, feel, smell hear and touch. They are beginning to differentiate colours and use their bodies to explore texture and space.

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

- Key issues:
- develop assessment records to clearly show children's progress along the stepping stones and use observations to help identify and plan what children could learn next. Link this to planning to ensure sufficient challenge is provided for more able children
- improve systems for evaluating the nursery education and raise staff's awareness and understanding of the foundation stage and early learning goals to ensure the curriculum is effective and balanced
- provide a system which enables parents to have effective involvement and influence in the developmental processes for their child.

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.