

Apple Blossoms

Inspection report for early years provision

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Inspection date	21/09/2010
Inspector	Silvia Richardson

Setting address	59 Osbaldeston Road, LONDON, N16 7DL
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Type of setting	Childcare on non-domestic premises

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Apple Blossoms Nursery was registered in 2006. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery may care for a maximum of 12 children in the early years age group at any one time. There are currently 16 children on roll in the early years age group from eight months to three years. The provision operates in the Stoke Newington area of the London borough Hackney. There is no wheelchair access to the setting. The nursery has a designated play area in the basement of a residential property and a secure outside play area. The setting serves the local community. The nursery is open from 8am to 6pm Monday to Friday 48 weeks of the year. The nursery employs four staff all of whom are suitably qualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled, because they enjoy freedom of movement around the nursery, with easy access to a good range and variety of toys and play materials, from which they make choices. Children are supported well by caring and enthusiastic staff, who help children feel valued, safe and secure in the setting. Staff talk to and play with the children throughout their activities, helping them acquire a broad range of skills and make good progress towards the early learning goals. Activities in the nursery, out in the garden and the wider community, afford children inclusive learning experiences, promoting good outcomes. The setting has a strong capacity for continuous improvement through their commitment to engaging other agencies and supporting parents and carers in making a positive contribution to children's learning.

What steps need to be taken to improve provision further?

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

- create further opportunities for children to learn about healthy eating and the importance of physical exercise to their health
- make effective use of resources to support inclusion and children's learning of health and safety in the setting

The effectiveness of leadership and management of the early years provision

Children are safeguarded in the setting because staff know what to look out for and how to record, report and make an appropriate referral should they be worried about a child. The settings child protection policy includes procedures to be followed should an allegation be made against a member of staff, safeguarding all

children. Staff and specialist teachers are vetted and other visitors are directly supervised. Children enjoy a varied programme of activities which actively support inclusion. French, music and dance sessions support children to participate at their own level. Children for whom English is an additional language and those with special educational needs, integrate successfully, because key workers support children really well. A range of resources are deployed to facilitate communication and learning, including "signing", British sign language and Makaton and picture exchange cards. However, resources are not always effectively used throughout the day, such as the picture cards of familiar routines, so that children are more confident with transitional activities. Staff borrow books from the library in dual languages, supporting children's linguistic backgrounds. However, signs and labels are mostly in English, so not all children are seeing their home language in written form to identify equipment and other resources in their home language.

Children's cultural heritage is valued, with their parents and carers making a positive contribution to children's learning of differences. They lead activities and present a variety of experiences, such as cooking and role-play sessions. Other agencies are actively involved and engage well with the setting, supporting children with learning difficulties and speech. Individual educational plans are in place, facilitating children to reach their potential.

Parents and carers receive a good deal of information about their children's progress through discussion, written and photographic material and email. The setting engages parents and carers well in meeting children's welfare, learning and development needs, through home visits and involvement in a variety of activities in the setting. This is a strong area, which the setting has evaluated well, promoting good outcomes for children. The setting has clear priorities for further improvement, including evaluating the effectiveness of their systems for observing what children do and matching attainments to the expectations of the early learning goals. The provision drives improvement through developing partnerships with parents, carers and other agencies and affording further training opportunities for staff.

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

Children enjoy a wide variety of interesting and stimulating activities in the setting and out in the community, providing a broad range of learning experiences across the six areas of learning. The curriculum includes introducing the French language to children through rhymes and movement, making learning fun. Children also enjoy music and dance sessions, visits to museums and trips to the park and activities such as cooking, where parents and carers share aspects of their culture. Children move around the setting confidently, selecting resources and playing purposefully. Staff sit with the children at their level, talk to them and ask them questions all the time, promoting their all round learning, enjoyment and achievement in the setting. Children particularly enjoy the garden, which affords a natural back drop for exploration and discovery. Children look, listen and talk about their experiences, of insects and other living things, enjoying discussion with enthusiastic staff. Children clearly enjoy outdoor snack times, the opportunities for

fresh air, sunshine and physical activity, although staff are not taking full advantage of children's enjoyment, so as to promote their learning of the importance of exercise to their health and making the links with healthy eating and adopting a healthy lifestyle.

Children are observed and their attainments effectively recorded across the Early Years Foundation Stage six areas of learning, but less so, their learning opportunities across the five Every Child Matters outcomes. As a result, there are some gaps in their learning, for example, that promote health and safety outcomes, such signs and visual information for using stairs safely and discussion about the healthiest options on the lunch menus. Children take part in variety of practical activities, which help them stay safe, such as practicing fire drills, and they learn about the importance of hand washing during the course of their daily routines. Children take turns, share well, enjoy group play with others and help tidy toys away, because staff consistently support children and provide positive role-models. Children feel safe in the setting because relationships with staff are warm and caring. Children are acquiring a broad range of skills for the future, including a very positive disposition for learning, because the programme affords an exciting range and balance of adult-led and child initiated activities that build on children's likes, interests and learning styles.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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	2

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	2
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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