

Apple Tree Day Nursery

Inspection report for early years provision

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Inspector

June Rice

Setting address

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Apple Tree Day Nursery opened in 1994 and is privately owned. It is situated in Sprotborough near Doncaster. It operates from two buildings. Children aged from birth to three years are cared for in the main building, and children who receive nursery education are accommodated in a separate building situated within the same grounds. This building is also used for the after school club. Children have access to an outside play area. The premises are accessible to people with limited mobility.

The nursery is open each weekday from 7.45am to 6pm all year round except bank holidays and Christmas. The nursery is registered to care for a maximum of 80 children under five years. They also offer care to children aged over five years to 11 years. This provision is registered on the compulsory and voluntary part of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are 157 children on roll. There are twenty permanent staff members, of which seventeen are qualified to a level 3. The setting currently supports children who have English as an additional language and children with special educational needs.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The provision demonstrates a positive attitude towards continued improvement and since the last inspection the provision has taken action to ensure they fully meet requirements. The provision has a reasonable understanding of its main strengths and areas for improvement. Space is used satisfactorily and promotes children's growing independence. Improved systems for observing and assessing children's progress ensure children continue to make satisfactory progress. However, children's next steps are not always clearly identified in the planning of activities.

What steps need to be taken to improve provision further?

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

- promote further children's awareness of social skills, such as taking turns to talk, and the benefits of sustained listening
- develop further the systems to help identify children's starting points, and plans for their next steps in learning
- develop staff's knowledge and understanding of appropriate behaviour management strategies and whether the grouping of children is appropriate
- develop further systems to enable the sharing of relevant information with parents about their children's progress and what they can do to support children in their learning

The effectiveness of leadership and management of the early years provision

The provision works in partnership with parents and others to safeguard children. Staff demonstrate a clear understanding of child protection and the procedures to follow. A visitors book is maintained, and written procedures are in place in the event of lost, uncollected children and safeguarding. These are available to users of the provision along with other policies and procedures to ensure they have a clear understanding of how the provision works. Full risk assessments are in place, signed and dated, with additional risk assessments carried out on a daily basis throughout the setting. The setting is secure and staff are well deployed throughout the setting to ensure children's safety and wellbeing.

Inclusive practice is satisfactorily promoted. For example, children have equal access to a satisfactory range of resources that are not gender based and include posters, books, jigsaws and small world equipment that reflect the diversity of our society. Children are introduced to different festivals, cultures and food tasting sessions to help them learn about differences. Clear systems are in place to ensure that sufficient information is obtained from parents, and links have been developed with other professions to ensure children's individual needs continue to be met. For example, the provision has established links with local schools, children's centres and nurseries through meetings and discussions in an effort to develop working partnerships.

The systems for observations, assessment and planning have improved. They identify children's progress and are clearly linked to the six areas of learning. However, they are not consistently maintained throughout the setting. For example, in one room children's next steps are fully identified and clearly linked throughout the planning systems, while in other rooms children's next steps are not clearly identified in the planning of activities. In discussion with a selection of parents it was identified that not all parents are fully informed about their children's progress, or aware of what they can do to support their children's learning.

Since the last inspection the provision have established a process to evaluate their care and education and work closely with early years development workers to improve their care and education. The evaluation identifies targets for improvement and how the provision has addressed actions and recommendations raised in the previous inspection. For example, vetting systems now ensure all staff are suitable to work with children, staff ratios meet requirements, improvements and repairs to the covers of radiators and boiler ensure children's safety, and the procedures for changing of nappies has improved to help prevent the risk of cross-infection. This demonstrates a positive attitude towards continued improvement.

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

Children freely and safely access a satisfactory range of resources, toys and activities in an environment that display signs and symbols that encourage children's interest in letters, numbers, shapes and colours. The environment is suitably organised, it promotes children's independence and provides them with opportunity to explore and use their imagination. For example, they have constant access to craft, small world equipment, jigsaws, books and construction through a range of table top activities and resources stored at low level. Children learn about keeping safe through their daily routine, activities and discussion. For example, they regularly practise an emergency evacuation and develop their understanding of road safety when the lollipop lady visits. Health and wellbeing is promoted satisfactorily and steps are taken to prevent spread of infection. For example, children who are infectious are excluded in order to protect others and staff implement a clear routine when changing nappies. For example, they wipe mats and change disposable gloves and aprons between nappy changes. Children wash their hands after using the toilet and after messy activities, wipe their nose with tissues and dispose of the tissue straight away, and cover their mouth when coughing. Children on the whole behave well, and they cooperate and share with each other. However, at times there is insufficient promotion of children's awareness of social skills, such as taking turns to talk, and the benefits of sustained listening, and staff occasionally show a lack of knowledge about acceptable terminology used when managing children's behaviour. Systems to carry out sensitive observations, assessments and planning of children's individual learning needs are developing well. The provision has developed links with a local school, children's centre and local nurseries in an effort to improve existing practice.

Children's skills in communicating, literacy, numeracy and their ability to solve problems and understand the wider world is satisfactorily supported through the range of activities and play opportunities on offer. Children select books, look with interest at the illustrations and request a story to be read. Children sing songs they help to choose by the use of picture prompts. They choose an action song which they thoroughly enjoy. However, some children become over excited and staff do not manage this effectively. Children are encouraged to do simple counting and subtraction while singing, and enjoy simple challenges when this is extended. They count happily up to five, correctly add and subtract small numbers. Children enjoy a craft activity. They are making Angels for home, they use spreaders confidently, name the colour of glitter and foil shapes; blue, green, red, gold and silver. They listen to simple instructions and talk about what they are making, and who they are making it for. Children use their imagination; they select dolls, lay them down and put heads together to talk quietly to their friend. When asked why they are talking so quiet they say 'baby asleep shush'. Children select construction blocks and make towers. They show lots of concentration as they very carefully place them on top of each other, name the colours of the blocks and count from one to five. Babies crawl, shuffle and toddle around the environment, exploring the different activities and resources on offer. For example, a baby crawls from the quiet area towards other children playing in the sand, sits on the floor and smiles

as they join in exploring sand with their fingers. They pinch it between their fingers, they look around and smile as they point to the sand and staff acknowledge their newly shown interest and gently encourage them to explore it further. Others use a selection of tools to experiment in the sand, they sift, dig and flatten the sand. Babies respond positively to words, songs, gestures of staff. For example, when staff sing impromptu songs they listen and smile and when staff clap they copy.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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