

Apple Tree Day Care Nursery

Inspection report for early years provision

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Inspector

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 Tree Day Care Nursery opened in 1997 and operates on two floors of a converted cider house. Children have access to a garden from each of the playrooms. There are five rooms available for different age groups. The nursery is located in the village of Long Ashton, on the outskirts of Bristol. It is open each weekday from 8am to 6pm. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 81 children may attend at any one time. There are currently 114 children aged from birth to under five years on roll, with some in part-time places. Children with special educational needs and/or disabilities attend the nursery. There are 21 members of staff, 18 of whom work directly with the children and 15 of whom hold early years qualifications to at least level 2. Three staff members have achieved Early Years Professional Status. The nursery provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff at the Apple Tree Day Care Nursery are inclusive in their practice and children are happy in their care. The environment is stimulating, friendly and welcoming to parents, children and babies. Children with special educational needs and/or disabilities are very well supported. Ongoing reflection of the nursery practice highlights any training needs and improvements well and the nursery shows a good capacity to maintain improvement. Generally, children's welfare needs are managed well. Outcomes for children's learning are well managed, so they make good progress

What steps need to be taken to improve provision further?

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

- improve systems to prevent the spread of cross-infection and help children understand better how to live healthy lifestyles, with particular regard to wiping children's noses.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of their responsibility to safeguard children overall. They use their knowledge well and take steps to eliminate risks and help children to keep themselves safe. All staff have received training in child protection and first aid. Monitoring systems for the implementation of procedures to prevent

the spread of cross-infection are not fully effective. Documents are in place to provide information in the event of a concern about a child. Children with additional needs are very well supported by experienced staff. They are able to identify extra support where needed and to work closely with parents to the benefit of individual children. Equality and diversity are supported well through activities and resources and there is a robust recruitment and induction procedure for new staff. All staff have annual appraisals and the opportunity for individual supervision at other times. The deployment of resources throughout the nursery supports children's learning effectively; resources are good and fit for purpose. Babies and toddlers are provided with a good selection of quality toys to enhance their development; their staff are caring and lots of cuddles and reassurance are given when needed. All children have access to an outdoor play area where they can increase their learning skills in a different environment. Resources for older children in pre-school and those in the Pixie Room are arranged in a way to increase their independence. Easy access to the toys of their choice is managed well. Staff have a good knowledge of each child's background and cater for their individual learning and development needs.

All the recommendations from the last inspection have been met and these changes have improved outcomes for children. Management and staff are well motivated to seek other ways to improve the provision and determine how the nursery can progress further. They have developed their own evaluation system as well as using the Ofsted form. This means that successes and areas for improvement are identified immediately. For example, an interest in attending Forest School training highlighted the need to re-design the garden and staff were keen to volunteer to assist with this. Other training has taken place throughout the year. This includes visits to exhibitions; internal training on such things as safeguarding and food hygiene training for all staff. Documents for the safe and efficient management of the nursery are in place.

The nursery has a positive relationship with parents and carers. Parents state that the nursery management is open to suggestions and have acted swiftly to rectify any concerns in the past to improve outcomes for children. Staff keep parents well informed of their children's time in the nursery through a detailed verbal feedback each day, of which parents are appreciative. New parents have access to the nursery's useful website for information. They are encouraged to take their time settling the children into the provision. Transitions within nursery for children moving on to other rooms is organised well and in full cooperation with parents. All parents are provided with a regular newsletter keeping them informed of what children are doing and what the learning theme may be. They have regular access to their children's 'All about me' learning journals and the chance to discuss progress at a formal meeting once a year. Staff work closely with a range of outside professionals, including those who support children with special educational needs and/or disabilities to ensure that children receive the support they need.

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

Children are cared for in a secure environment in which they can rest and play according to their individual requirements. There are many areas in the nursery which give children the chance to have a change from their base room. This includes a sensory room, library and hall, where staff can take children to use climbing equipment or to enjoy a run around. Children show a good awareness of what constitutes a healthy lifestyle. They have access to an outdoor area adjacent to their playrooms in order to have regular daily fresh air. Babies and young children are taken out for walks and older children go on regular visits to such places as the zoo. Mostly children adopt good personal hygiene routines such as regularly washing and drying their hands, with little prompting in order to prevent the spread of infection. They are not encouraged by staff to use tissues regularly to keep their noses clean, however, which has the potential to promote infection. Children are beginning to understand the importance of healthy eating. They have delicious home-cooked meals each day and sit together at meal times enjoying each other's company, while the older children are encouraged to serve themselves. Babies and young children appear content and settled because their health, physical and dietary requirements are met well.

Children and babies show a strong sense of belonging and security within the nursery and all appear settled and happy. They are confident and show good levels of self-esteem through praise and support from staff throughout the day. Children are independent in many ways; for example, they know when they want a drink and sleep, so recognizing the needs of their body. Children are very confident as they move around their rooms; they know the routine of the day well and settle on arrival with limited support from staff. Children in the pre-school make real progress in developing their personal qualities, such as taking responsibility for small tasks like knowing when to use an apron for painting. They respond quickly to the music which indicates when to tidy away the toys and do so with enthusiasm. Younger children are also encouraged to put away toys;; they identify their clothing and attempt to dress themselves. Overall, children are well behaved, working harmoniously together in small groups. Staff are patient and have clear consistent strategies in place, when needed, in order to help children understand the effect their behaviour has on others. Children are developing skills for the future such as sharing, taking turns and listening to each other. They make close relationships with staff and each other and are kind; for example, they respond to their friends' call for support by helping with various games.

Staff are well organised in their planning. They link children's individual learning needs closely with the Early Years Foundation Stage guidance. A developmental target is identified for each child through observations and assessment of their abilities. All staff know the children well so are able to provide resources and activities to cover individual children's learning needs including children with additional needs.

Children have access to remote control toys and other equipment daily. Staff encourage children's interest in listening to stories using puppets within a story

sack resource. Babies are able to explore their surroundings and investigate things repeatedly, such as opening and closing a button on a toy and working out that one action has an effect on others. Young children are relaxed while enjoying their time with staff; they listen to stories and sing nursery rhymes and songs, which they accompany each other using musical instruments. This all helps children gain useful skills for their future lives. Staff then provide an activity where the children can create their own shakers using plastic bottles, pasta and rice which make different sounds. They play outside in water patiently fishing for sea creatures in the tray, and sitting in the sun looking carefully looking at books.

Outside play is an important part of the children's learning in the nursery and they spend as much time as they can outdoors, which helps those children who learn better when outside. The pre-school children are able to take controlled risks as they climb the lower branches of a tree. They ramble among the small wild section of the garden looking for bugs and feeding the fish in the pond. They enjoy painting outside making tracks on large sheets of paper using different size toy car wheels. Children make their own decisions about what they would like to play with throughout the day and staff respond spontaneously to children's interests. For example, children in the pre-school room decided they would like to visit the zoo. Staff organised a planning meeting with them in the conference room to arrange the visit. Children decided what needed to be taken and how they would get there, and if sun cream, hats and drinking water were required. In discussion with the children when looking at the photographs of the day, they said it had been an exciting outing, showing their enjoyment of the nurseries activities and their input into them.

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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