

# Appletree Day Nursery

Inspection report for early years provision

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**Unique reference number** EY290042  
**Inspection date** 12/05/2011  
**Inspector** Katie Dempster

**Setting address** 44 College Hill Road, Harrow, Middlesex, HA3 7HE

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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 Tree Day Nursery was registered in 2004 and it is run by a private provider. The setting operates from a converted house in Harrow in the London borough of Harrow. There is access to three rooms, an annex and a secure outdoor play area. The nursery provides a service for children from the local and wider community. The setting is open each weekday from 8am to 6pm for 49 weeks of the year.

The setting is registered to care for 30 children in the early years age range and there are currently 20 children on roll. Children attend for a variety of sessions each week. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language.

The setting employs six members of staff, all on a part-time basis. Of these, the vast majority of staff hold appropriate early years qualifications. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are flourishing in a caring and stimulating environment. They are making rapid gains in all areas of their learning and development and demonstrate impressive comprehension of advanced concepts. The enthusiastic and motivated staff team are fully committed to providing very high standards and they are continually striving to develop their practice and bring about improvements based on robust self-evaluation. Staff's excellent knowledge and, overall, successful partnerships with parents and other professionals ensures a fully inclusive environment where children's individual needs are known and met exceptionally well.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- continuing to develop the already highly effective partnership with parents and others.

## **The effectiveness of leadership and management of the early years provision**

The manager is experienced, dedicated and confident in her role. She is successful in inspiring and supporting the enthusiastic and professional staff team, who

together provide a high level of care and learning opportunities for the children who attend. This creates a stimulating and vibrant play and learning environment for children and, as a result, they thrive and make excellent progress in their learning. Self-evaluation is highly comprehensive and a strong emphasis on continuous improvement is evident. A thorough self-evaluation document evaluates practice very well allowing staff to identify where practice is strong and work towards developing areas they feel can be enhanced. This is done via the setting's development plan, meaning actions are well targeted and have a high impact on the outcomes for children. Staff are well qualified and show high levels of motivation, this brings about further improvement through drive for success.

Staff at all levels have a comprehensive understanding of safeguarding issues and have opportunities to attend training and/or receive feedback from other staff members who have attended the latest training. Robust policies and procedures are implemented throughout the setting and all staff are actively involved in ensuring these are consistently met. Arrangements for vetting staff and those who regularly visit the setting are consistently maintained. In addition, staff appraisals and peer on peer observations manage the performance of staff which in turn promotes their ongoing professional development. Consequently, they feel valued and are eager to attend relevant training, take part in meetings and update their own knowledge and understanding. Comprehensive risk assessments are maintained and reviewed regularly; as a result, children are cared for and play in safe and secure surroundings.

Staff create a stimulating and colourful environment for the children and there is an extensive selection of high quality resources to support learning through play. Staff place high importance on building effective partnerships with parents and strive for new ways to involve parents in children's learning. Their views are sought via daily discussions, a comments box, parent representatives and questionnaires. Staff use the feedback they receive to ensure the service offered is responsive to its users. For example, providing additional information about what children have done during the day, what they have eaten and photographs of the children, displayed on the notice board as children are collected. Parents hold the setting in high regard, giving highly positive comments including those on how they feel the setting has a warm and homely atmosphere. Staff have identified continuing to develop their partnership working as an area they would like to improve. Management and staff have made outstanding efforts to support children with special educational needs and/or disabilities. They work in close partnership with parents and other professionals to ensure all needs are identified and planned for. From activities to the environment as a whole, staff make adaptations where necessary to ensure all children receive equal opportunities to play and learn.

Valuing diversity, the community and wider world is embedded into everyday practice. Children learn about cultural differences throughout the year and acknowledge festivals during celebration times. For example, participating in Diwali and Eid activity and dressing up as a dragon during Chinese New Year. Outside of the festival times, children learn about different cultures and religions through exciting resources and images around the environment.

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

Children are enthusiastic and keen to participate. They display high motivation levels throughout the session as they move around the setting with direction and purpose. All children are confident with staff and visitors, often involving them in their play. Through everyday routines children are developing high levels of independence, they self-register, access snacks and water when they choose to and are all able to manage their self-care skills in the bathroom. The provider offers herself as an excellent role model to her staff team in her delivery with the children. The excellent quality of teaching, use of open-ended and well-framed questions and the knowledge the staff hold of each individual child ensures that every child is able to make very strong progress from their starting points.

The effective system of observation, assessment and planning sees children's individual targets and interests well planned for. Themes derivative of children's interests, are used to consolidate children's learning as staff effectively link activities and adapt the environment to the running topic. For example, during the 'Planting and Growing' theme children planted seeds which were purchased during a trip out to the local garden centre, and had access to a flower shop role play area. All forms of assessment are accurately linked to the areas of learning and the development matters within the Early Years Foundation Stage, meaning staff can identify where children are in terms of their development. Well-presented learning journeys provide evidence of children's progress and their time at Apple Tree.

Children's play and learning is exceptionally well facilitated as staff take every opportunity as a possibility for learning. For example, linking to the children's own building site in their outdoor area, staff notice building work being completed outside the setting, they promptly inform the children and begin excitedly telling them about what the builders are doing before arranging to take small groups out to explore what's going on. Children show huge interest, saying, 'look, look!' at all the traffic signs, the builders and the cars stopping when signalled. Staff explain everything that is happening, and encourage children to think about what the signals mean and why the cars are stopping. Children then spend time inside the setting making their own traffic signals and using them in the garden as they pretend to be builders. These activities offer children important wider learning experiences.

Children's creativity is effectively promoted as they engage in many activities to promote their imaginative skills. They become hairdressers as they take turns to have their hair done and use pretend hairdryers and rollers, and enjoy exploring the sound garden of hanging instruments which some the children have made. Children have excellent opportunities to access equipment to promote their awareness of technology and how things work. For example, children are often seen using torches around the setting, shining the light on different things and reporting on what happens. Staff ask them to shine it through some fabric, they are excited when the light goes through when asked why they reply, 'It's transparent'. Children are developing independent writing skills through the many interesting mark making opportunities made available to them. They have access

to the 'Apple Tree Office' where they can write with the pens and paper available, or use their fingers in flour scattered on the table. They have access to a broad range of books which have been attractively presented in the comfy, inviting reading area. A great selection of resources to support children's mathematical and problem solving skills allows them to calculate, estimate, sort and match objects, and identify colours, numbers and shapes.

Children's health is effectively promoted. Staff work closely with parents to ensure children's individual needs are recognised and met, and they encourage children to learn and understand how to keep themselves fit and well. They are encouraged to be physically active and enjoy free flow to the outdoor area where they can run, jump, climb and balance as well as negotiate space as they steer their trikes and scooters. They learn the affects exercise has on our bodies as they listen to their heart beat, helping children understand the importance of being active. Staff are creative in helping children appreciate healthy food and where it comes from. They grow vegetables and fruit in their garden, help pick them when they are ready then wash and prepare them for cooking before enjoying them as part of their lunch. These activities help children learn about healthy eating as well as sustainability of resources.

Children learn about keeping themselves safe through planned discussion, activities and access to resources. During 'Safety Week', children learnt about possible dangers in the setting, at home and out and about, and how to manage them and behave safely. Resources such as traffic club puppets encourage children to participate in safety related activities, where they learn important road safety procedures such as crossing at the zebra crossing and wearing their seat belt when travelling in the car. Children's behaviour is exemplary; they remain engaged throughout their day, interacting extremely well with one another, staff and visitors. Staff create a calm atmosphere which has positive effects on the children. Any disagreements are promptly managed by staff who remain composed and allow children time to express themselves. This enables children time to think about their actions and to understand the difference between right and wrong.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

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