

Apple Grove Day Nursery

Inspection report for early years provision

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EY417862

Inspection date

18/08/2011

Inspector

Jayne Rooke

Setting address

Stockingford Junior School, Grove Road, NUNEATON,
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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.

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 Grove Day Nursery is privately owned. It registered under new ownership in 2010. It operates from four rooms in a self-contained building, situated on the site of Stockingford Infant and Junior Schools in Nuneaton, Warwickshire. The nursery serves the local area and has strong links with the school. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday for 51 weeks of the year, from 8am until 5.30pm. Children are able to attend for a variety of sessions. A maximum of 32 children, from two years to under eight years may attend the nursery at any one time. The nursery also offers care to children aged over five to 11 years. The nursery is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs four members of childcare staff. All hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time in this inclusive and welcoming setting. Adults plan a broad range of stimulating activities which present children with good levels of challenge and excitement. Children's individual progress is closely monitored through effective observation and assessment, offering good levels of support. Strong partnerships with parents, carers and other childcare professionals are well established, ensuring continuity of care. Self-review systems are used well to identify actions for ongoing improvements. Most of the necessary information is clearly recorded, and children's safe care is assured.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- expand the risk assessment of the premises to include aspects of the environment that need to be checked on a regular basis and for each outing, and keep a record of these checks (Suitable premises, environment and equipment).
- 01/09/2011

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

- clarify records relating to emergency medical treatment and advice for each child
- develop further ongoing effective procedures to evaluate the provision and implement areas for improvement.

The effectiveness of leadership and management of the early years provision

Secure safeguarding systems exist to protect children from harm and neglect. Staff have good knowledge and understanding of the signs and symptoms of abuse and are confident to put procedures into practice when necessary. Thorough recruitment and vetting procedures ensure staff's immediate and ongoing suitability. Detailed written policies are in place and regularly reviewed to ensure that staff are up-to-date with current procedures. However, information relating to emergency medical treatment and advice for each child, is not always clearly recorded. Records of risk assessments are not kept inline with regulations and guidelines. This is a breach of the welfare requirements. This has minimal impact on children's safety overall though, because staff are vigilant about their safe care. For example, daily safety checks of the premises are completed to make sure that children can play safely indoors and outside. Parents are contacted to confirm that any medical requirements and consents are maintained.

Staff develop positive relationships with children and their families, creating an inclusive and welcoming environment. Children's individual needs are taken fully into consideration so that activities and routines are planned to meet their individual interests, learning styles and backgrounds. Children are introduced to a variety of festivals and cultures through varied activities and projects throughout the year. Children with additional needs receive individualised support so that they can take a full and active part in all aspects of the provision.

Staff are reflective practitioners. They carefully consider the impact of the planned activities and the organisation of the nursery on children's learning, adapting how they use each room, including outdoor play areas, to best effect. They are beginning to use the Ofsted self-review system to support their ongoing developments which has resulted in significant improvements to all aspects of the provision. This successfully enhances children's play and learning experiences. Staff hold relevant qualifications and extend their knowledge and skills through professional training. They are identifying specific roles and responsibilities within the setting in order to provide children with optimum support to meet their individual needs. Rooms are well organised, offering an exciting range of experiences to all children. Stimulating toys and equipment reflect world diversity and inspire children to express their creativity and imagination. Rooms are rich in written and pictorial labels which represent familiar items that children see in the everyday environment. This adds meaning and purpose to their learning.

Parents are fully informed of all aspects of the provision which helps them to support their child's development and progress. Their views and comments are

welcomed, leading to strong and trusting partnerships. Parents state that they are happy with the care and service provided, which helps their child to settle happily. Staff maintain good relationships with other professionals, seeking advice and guidance to support best practice. They form close links with local schools, ensuring continuity across the educational programmes. This ensures that children transfer smoothly between settings.

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

Children are actively engaged in a broad range of activities which stimulate their learning and enable them to have lots of fun. Effective planning, observation and assessment systems set clear goals for each child across each area of learning. This successfully supports their 'emerging' and 'secure' development as children progress towards the early learning goals. For example, children learn how to cooperate in small and large groups. They work closely together to build a pirate ship out of boxes, taking turns to be the 'captain' and to 'steer the ship'. Adults skilfully interact in children's play, offering additional materials and props to enhance their imagination and creativity. Quieter children are encouraged to participate, using ribbon streamers to create waves and rain. They are given responsibilities to record their activities with a camera, using technology equipment for a purpose. Older children express their views and excitement, stating that this game 'is wicked' when further props are added, such as sea creatures and blankets. This successfully extends the levels of interest and excitement to their role play.

Adults ask questions which help children to make choices and decisions for themselves. Children are encouraged to observe changing weather patterns, so that they can choose to continue with their outdoor play or go inside if it rains too much. They are engaged in writing activities, making lists as they recall what to buy and put in their trolley when they visit the shops. Adults skilfully encourage children to make links with familiar home experiences, asking them how they travel to the shops and what happens when they get there. They encourage children to think about healthy choices such as buying fruit from the shop. Children find out about their local community, visiting the library and go on local walks to practise their road safety awareness. A good range of planned activities help them to understand the world around them and other people's beliefs, customs and traditions. Children learn how to work things out and solve simple problems. They complete jigsaw puzzles of increasing complexity and discover how much sand and water will fit into different sized containers. They use numbers for counting in their everyday play and routines, identifying how many children can sit in the pirate boat and how many are staying for lunch.

Children develop good communication skills. They greet each other on arrival and speak confidently and happily about the things they enjoy at the nursery. Visual pictures and symbols are used effectively to support children with communication difficulties, enabling them to make sense of daily events and routines and to express their needs. Staff speak clearly to children who have different home

languages, helping them to understand spoken words in English. Children enjoy many creative activities, such as music, dance and drama. They use a variety of materials to paint, draw and construct models, proudly displaying their creations in the nursery.

Children are physically active, enjoying the benefit of regular fresh air and exercise. They laugh and giggle as they play run and chase games, negotiating obstacles with good control and coordination. They demonstrate increasing control over their movements as they throw, catch and bat a ball, and pedal and push wheeled toys. The inviting cosy areas both indoors and outside, offer children opportunities for quiet rest and relaxation if they wish to read a book or play a quiet game. They lead healthy lifestyles, enjoying fresh fruit at snack time. Children are offered plenty of water or juice to drink at regular intervals so that they do not become too thirsty. They follow good hygiene routines, washing their hands before meals and snacks. They take part in planting and growing projects so that they understand where food comes from and how to nurture living things. Children understand rules for safe behaviour and treat each other kindly and with respect. Consequently, children develop strong skills for the future.

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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