

Apple Tree Day Nursery Limited

Inspection report for early years provision

Unique reference number 205731
Inspection date 26/10/2011
Inspector Beverly A Kemp-Russell

Setting address North Cliff Road, Kirton Lindsey, GAINSBOROUGH,
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Type of setting Childcare - Non-Domestic

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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 Limited is privately owned and was registered in 1998. It is one of three settings owned by the proprietor. It operates from a purpose built unit in Kirton in Lindsey, Lincolnshire. The setting serves the local community and surrounding areas. There is a fully enclosed area available for outdoor play.

The setting opens five days a week all year round. Sessions are from 7.45am until 5.45pm hours to for children aged from birth to eight years. Children are able to attend for a variety of sessions. The numbers and ages of the children attending are consistent with the staffing arrangements and the space available to meet the children's needs. The setting is registered to care for no more than 23 children at any one time. There are currently 38 children on roll attending, who are within the Early Years Foundation Stage. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs seven members of childcare staff. Of these, five hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are cared for in a well-equipped, warm and welcoming environment, although, the baby room is quite sparse and not as innovative as the rest of the setting. Children are well-supported in line with their individual needs and the effective use of space and resources enable children to make good progress towards the early learning goals. An effective partnership with parents and other providers and professionals promotes an integrated approach to children's care and learning. Improvements have been made since the last inspection and the setting's system of self-evaluation is robust and is continuing to move the setting forward.

What steps need to be taken to improve provision further?

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

- improve the environment and provision in the baby room to ensure babies can relax or sleep without disturbance and is fully equipped with appropriate furniture
- improve planning, observation and assessment to ensure all areas of learning are well recorded, linked to the early learning goals and clearly identify children's next steps in learning
- develop more robust systems to ensure parents have more opportunities to

contribute to the record of their child's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are happy and settled in the setting and they clearly relate well to the kind and caring staff team. Children's welfare is safeguarded extremely well by effective policies and procedures which are rigorously followed by knowledgeable staff. For example, recruitment, vetting and induction procedures help to ensure the suitability of the staff. The setting is also securely maintained, with potential hazards identified and minimised through risk assessment procedures. Most staff are suitably qualified and they continue to develop their knowledge through their commitment to the setting. Children are cared for in a well-planned environment with an array of age and stage appropriate resources. The premises are organised effectively, creating a warm, welcoming play space which is interesting and motivates children to learn and develop.

All records and documents are in place and are informative. They are completed with relevant information and used to safeguard children very well and meet their individual needs. The policies and procedures are clearly understood by all the staff and implemented well. For example, the policy for safeguarding gives utmost priority to children and families and is put into practise by skilled staff in this area. This results in children's safety being extremely well-promoted throughout the setting. All staff gain clear information from parents and carers, which enable children to make good progress from their specific starting points. However, robust systems are not fully in place to ensure parents actively contribute to the record of their child's progress towards the early learning goals. Partnership working with parents, carers, other professionals and outside agencies is good. Information is continually exchanged and shared through the setting's clear communication channels but in a confidential and professional manner. Children benefit well because the setting liaises with external agencies or services. They work with a range of other agencies and professionals, in order to meet the individual needs of children and families. All staff have a good knowledge of the local area and how to access specific support actively contributing to building good relationships. All staff work, as a strong team to ensure support and a smooth transition for all children.

The proprietors, management and staff are committed to developing the service they provide and they work with local authority advisors to make improvements where necessary. Improvements have been made since the last inspection, which have enhanced care and learning experiences for children. The setting uses an effective system of self-evaluation, which is constantly being updated to reflect current practice in the setting to ensure children benefit from improved practice in all areas.

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

Children are cared for in a safe, secure and well-maintained setting. Excellent health and hygiene routines are implemented and a clear exclusion policy is in place to minimise the risk of cross-infection. Children benefit from a very healthy diet, as nutritious meals and snacks are freshly prepared and cooked on the premises. Fresh drinking water is freely accessible to children and systems are in place to ensure each child's specific dietary requirements are met. Children's awareness of being healthy enhances all aspects of their development within the setting. Children access outside play daily to fully promote their health and well-being. Children have varied and stimulating opportunities to access a very good range of play materials outdoors which fully promotes their learning. For example, they have a climbing frame, bikes and sports equipment which they thoroughly enjoy. Children remain extremely safe because of the vigilance of the staff team. Children's awareness of safety issues is also well promoted through discussions, activities and regular events. Children are also encouraged to take calculated risks with staff re-enforcing the possible dangers to help children to become aware of these and assess the situation for themselves. For example, when playing on the large equipment in the outside play area, staff advise children to be careful but encourage the play.

Children are making good progress in their learning and development. Planning, observation and assessment systems provide a range of adult-led and child-initiated play experiences for children. Observations and assessments are monitored to identify children's achievements and in particular their social and emotional development. Planning is flexible to meet the individual needs of each child attending and staff work well at adapting planning to children's interests. However, planning, observation and assessment in all areas of learning is not fully recorded, not always linked to the early learning goals and does not clearly identify children's next steps in learning. All children are settled and relate extremely well to staff. Children benefit from lots of hands on play experiences where they explore and investigate. For example, the castle made out of a large box in the outside play area where children play animatedly. Children access a developmentally appropriate range of information, communication and technology toys and resources to support their learning. Children's communication skills are enthusiastically promoted during planned activities where they are encouraged to discuss and describe what they are making or using. Children also enjoy listening to stories and looking at books independently. Their problem solving, reasoning and numeracy skills are well-promoted through counting, sorting and weighing activities. Children play co-operatively with their peers, learning to share and take turns. They are actively encouraged to be independent. For example, they are encouraged to put on and take off their own coats and shoes and feed themselves at meal times. Children's behaviour is very good, with staff using appropriate strategies to manage behaviour and acting as good role models to. Children's awareness of differences and diversity is enhanced through their play, discussions and activities. All of this inspires children to be motivated to learn and develop their skills.

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	1
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	1
The extent to which children adopt healthy lifestyles	1
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