

Apple Tree Pre-School

Inspection report for early years provision

Unique reference number 135973
Inspection date 01/03/2012
Inspector Timothy Butcher

Setting address Deers Lodge Scout Hut Deerhurst, Soundwell, BRISTOL,
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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 Pre-School opened in 1995 and is managed by a committee. It operates from the Scout Hall in the residential area of Soundwell, Bristol. The children have access to a large hall, a smaller room and an outside play area. The group opens during term time only. The sessions run Monday to Thursday from 9am to noon and from noon to 3pm. On Friday the group operates from 9am to noon.

The group offers care for children from two years to under five years. Currently children attend throughout the week for a variety of sessions. There are 47 children on roll all within the early years. The pre-school is funded to provide free early education to children aged three and four years. The pre-school supports children with special educational needs and/or disabilities and children who learn English as an additional language. There are 11 members of staff working with the children of whom eight hold a relevant level 3 qualification in early years, two hold a level 2 qualification and one holds a level 4 qualification.

The pre-school is registered by Ofsted on the Early Years Register to care for a maximum of 35 children under eight years; of these, all may be in the early years age group, none may be under two. They are also registered on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make consistently good progress in the majority of their learning and development supported by a highly skilled staff team. Effective planning systems generally enable staff to deliver stimulating activities that closely meet the individual needs of children in an inclusive environment. Children with specific needs significantly benefit from the individual support systems in place. Comprehensive systems of evaluation of the pre-school involve all staff and parents and children in the decision making. Consequently the staff team are successful in making and sustaining good and continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further opportunities for children to find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning
- develop further the system of observational assessment to more clearly provide an over-view of children's progress across each area of learning to

further support their all round progress.

The effectiveness of leadership and management of the early years provision

Clear safeguarding procedures enable staff to have a secure awareness of how to protect children if they have a concern. Comprehensive policies and procedures that promote children's welfare are regularly updated. Risk assessments and daily visual checks successfully minimise potential risks to children in general. Children are taught to be safety conscious such as through specific road safety activities. Staff have been suitably vetted. Those awaiting checks to be completed do not have unsupervised access to children.

Systems to monitor and assess the pre-school are robust. A quality assurance framework is used to provide an accurate appraisal of the effectiveness of the provision. The whole staff team show good commitment to developing their practice and improving the quality for children. Recommendations from the last inspection have been met. Parents and children contribute to decision making as they have their views canvassed regularly. Plans for the future are well targeted towards bringing about further improvement. Consequently outcomes for children are good and improving.

Highly positive relationships are effectively established with parents. Parents comment extremely positively on the friendliness of staff, the high levels of communication and the support provided to both children and to parents. The key worker system provides a very effective two way exchange of information. This is enhanced by the introduction of extra opportunities to share information from home such as through the 'sharing board'. Parents are also kept very well informed about children's progress through learning journals and review discussions at coffee mornings. This provides very good continuity of care and learning for all children. Equality, diversity and inclusion are strongly promoted. The designated worker in particular works extremely well with children with specific individual needs and those children are particularly well supported. Consequently, practitioners are taking very effective steps to close the identified gaps in children's achievement. The partnership working with other professionals such as speech therapists is a key strength. Practitioners show commitment towards working in partnership with early years providers who also provide care and learning to the children that attend. They sometimes take a lead role in developing these partnerships.

High quality resources, backed by good planning, are consistently well organised to meet the individual needs of children in the majority of their areas of learning. The staff team work very hard to maintain the high quality environment which is set out to be attractive to children and to offer very good variety each session. This leads to children being highly motivated and inquisitive learners. Space including the outdoors is used well. Resources that promote keyboard skills using information communication technology are not extensive. The experienced and knowledgeable staff team are very well deployed to support children's learning and

to keep children safe.

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

All practitioners work very well together with extremely good levels of communication; information that supports children is shared well. The staff team are well qualified and knowledgeable in delivering the Early Years Foundation Stage framework for all children. Observational assessment processes are very secure overall. A good over-view of children's progress across each area of learning is maintained although documentation does not always support clarity. Consequently potential gaps in some children's learning are less effectively identified.

All children have good opportunities to enjoy and achieve. The setting is vibrant because children are provided with a broad range of rich experiences that match their individual abilities well. Free-flow play and adult initiated activities provide them with plenty of opportunities to exercise choice. Children take responsibility for their own learning and are active and curious learners. They display a strong sense of belonging and security. All children strongly benefit from the warm interactions and good role models provided by the whole staff team. As a result children feel secure and highly valued and become confident. In particular children's communication and language skills are supported extremely well. As a result children make good progress and some better progress, given their starting points. They are very skilfully encouraged to contribute in groups, sing and to sound out words. A varied range of mark making and cut and stick activities are made available every session. They make good progress in numeracy. Children play very well together and independently. For example, children cooperate and share big chalks to mark make on the fort wall and then go off independently to engage their imaginations in a painting activity. They develop strong relationships at every level. Children develop a good understanding of the wider world. They construct with a purpose in mind such as to make a chute to catch cars in a basket. They use technology such as a camera to take their own photographs; however, opportunities to develop their mouse and keyboard skills are limited. They have easy access to books and recently took part in 'book week' bringing books from home to share. Overall children are very well equipped with the skills they need in order to secure future learning.

Children follow very good personal hygiene routines such as hand washing. They quickly develop independence skills and are extremely well supported to develop good eating habits. They cut their own fruit at snack times making healthy choices. They thoroughly enjoy the wide range of physical activities indoors, using the jumping sacks in the soft play area. They have excellent opportunities to take their play outside and to be active. They enthusiastically climb trees and the fort safely and understand the importance of healthy life styles. Children have a secure understanding about their own safety and the safety of others such as they know that only four children may use the soft play area at one time.

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

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|--|---|
| 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

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|--|---|
| 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 | 1 |
| 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 | 1 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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 | 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

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