

Apple Tree Pre School

The Holme School, Open Fields, Headley, Bordon, Hampshire, GU35 8PQ

Inspection date

08/11/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- The new provider is passionate about providing children with a quality early years experience. She is motivated to develop the provision further and drive improvement for children.
- Children are happy and enjoy themselves. They are cared for by kind, caring practitioners who show interest in them, which fosters the development of good relationships and supports their emotional wellbeing.
- Some practitioners are adept at engaging with children and using their interests as a springboard to extend their learning.
- Children relish being outside in the well resourced garden area.

It is not yet good because

- There is a lack of consistency in the quality of teaching across the whole staff team to extend the range of children's experiences and build upon their learning and development. This means that some children may not make as much progress as they could.
- Some staff do not use effective questioning to challenge children in their thinking and engage them further through interesting and stimulating play opportunities
- Children understand about the need to wash their hands before eating but do not demonstrate awareness of the importance of this to promote good health.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction in the inside and outside learning environment.
- The inspector had discussions with the provider and spoke with staff and children.
- The inspector and provider undertook a joint observation of an outside activity.
- The inspector examined documentation including sampling of children's records, staff suitability records, policies and procedures and other records relating to the day-care provision
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Debbie Newbury

Full Report

Information about the setting

Apple Tree Pre-school was registered in 2012 under new ownership. The pre-school operates from a classroom in Holme Church of England Primary School, situated in Headley near Bordon, in Hampshire. Children have access to a fully enclosed garden for outside play. The school allows the pre-school to use additional facilities, including the

hall, cooking area and school grounds, to enhance the provision. The pre-school serves the local community and surrounding areas. It operates Monday to Friday during term-time only. Sessions are from 8.30am to 3pm on Monday, Wednesday and Thursday and 8.30am to 12 noon on Tuesday and Friday. Children can attend for a variety of sessions. They bring a packed lunch when staying all day.

The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. The pre-school is in receipt of funding for the provision of free early education to children aged three and four. It welcomes children with special educational needs and/or disabilities, and/or children who speak English as an additional language. There are currently 40 children on roll in the early years age range.

The pre-school is staffed according to the number of children present. The manager holds the Early Years Care and Education foundation degree and other staff have early years qualifications to NVQ levels 2, 3 and 4. One staff member is attending a relevant training course.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop consistent systems for observation and assessment to understand children's level of achievement, interests and learning styles and to then shape learning experiences for each child reflecting those observations.

To further improve the quality of the early years provision the provider should:

- extend the range of children's experiences, for example by (a) introducing new words in the context of interesting and stimulating play opportunities and (b) posing challenging questions to promote their critical thinking
- talk with children about the importance of hand-washing.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are making steady progress in their learning and development. Staff seek information from parents about children when they start at the pre-school. This helps them provide continuity of care and means they have some information about their

starting points. Each child has a key person who is responsible for supporting their learning and maintaining their development records. Staff understand their role of key person. They find out about their children and are aware of their individual needs. They undertake observations and discuss any concerns about their development with parents. The provider has identified the need to refine some of the information recorded in children's development records so it is more specific. She is providing support to staff to achieve this and intends introducing a new system for observational assessment and planning very shortly.

Some practitioners are particularly adept at supporting children's learning. For instance, children are encouraged to think about how they can 'repair the bridge' when a plank of wood they have balanced on top of two tyres becomes dislodged. They are helped to manoeuvre this back into position and they note that it is heavy. An enquiry by the adult about what else needs fixing in the garden, leads to a decision that they need to mend the fence. They all go off together to find the tools they think they will need for this task, singing a well-known children's song about mending things. The practitioner extends the learning potential of the activity by offering a calculator, pen and paper so they can 'work out how much it will cost for the wood for the fence.' This promotes the idea of simple number work and 'writing' for a purpose in a meaningful way. Children enjoy acting out a story in the garden about going on a bear hunt. They are encouraged to lead this by determining where they are going to go on their search, but also receive good quality adult support. This extends their experiences in a positive way. For example, children are introduced to the idea of the 'oozing' mud as they take it in turns to jump up and down in the inner part of a tyre, which is filled with mud. They create 'snow' by tearing up and scattering pieces of paper and are asked questions about snowstorms. The practitioner recites the story as they travel around the garden, pausing at pertinent points so children can fill in the missing parts.

However, there is a lack of consistency across the whole staff team to extend the range of children's experiences and build upon their learning and development. Some staff do not use effective questioning to challenge children in their thinking and engage them further through interesting and stimulating play opportunities. This means that some children may not make as much progress as possible. For instance, the home corner is popular with children throughout the session. This is equipped with a good range of resources to support imaginative play and children dress up and act out their own scenarios. They enjoy the company of a practitioner and welcome their input although this involvement does not always build on what they are doing or encourage them to think critically. Children are invited to make poppies if they wish. They are shown an example of one which a practitioner has made in advance. However, there are no books or pictures to help children understand that they making a flower and discussions about the purpose of the activity is difficult for some young children to comprehend. For example, one child explains that they have made a 'flap, flap' and makes the action for a butterfly with their hands. The activity does enable children to practise their cutting skills and they are not restricted in their explorations with the glue. However, the range of materials provided is limited, which reduces the potential for them to express their own ideas.

Children improve their coordination and control as they pick up pieces of fruit with tongs and carefully manoeuvre the trolley storing cups and plates across the room to where they

are having snack. They use their fingers and rolling pins to flatten and roll dough as they create worms and coil the dough to make snails. Children learn to recognise their written name as they look for their named coat peg and their name card at snack time. Some children locate these with ease whilst others look to staff for assistance. Emphasising the initial sound of their names helps children begin to link sounds and letters. Children enjoy swirling paint into water and investigating shaving foam. This is placed in a large shallow builder's tray and children use their fingers to spread it out and make marks. Some children become really excited as they spread it over their hands and they giggle delightedly.

Children have access to resources which reflect different aspects of diversity. There is some labelling in languages other than English. Parents have been asked to assist with this by providing written examples of key words. One staff member has read stories to children in German. All of these measures foster children's developing understanding of the world as well as affording meaningful opportunities for them to share in and value one another's similarities and differences.

Parents are aware of who their child's key person is and feel informed about their children's learning through discussion and viewing their learning journey records. The registered provider/owner is intending to develop this exchange of information still further by holding termly parents' meetings. She is aware of the need to complete a written summary on the progress of children aged between two and three years and to share this with parents. Parents have been sent a letter explaining this requirement and advising that these will be completed, where appropriate, in the near future. One member of staff is taking on the role of co-ordinator for two-year-olds and will be attending training to support her in this task.

The contribution of the early years provision to the well-being of children

Children are happy and enjoy themselves. They separate easily from their parents on arrival, greet their friends and quickly settle to their own choice of activity. Staff show interest in children and treat them with warmth and kindness. This fosters their emotional well-being effectively and helps them feel safe and secure. Children behave well, with any minor incidents handled by staff in a considerate and sensitive manner. As a result, relationships between children and staff are good. Children are encouraged to be helpful and take on roles of responsibility. For instance, they take it in turns to be 'helper of the day' and assist a member of staff to prepare snack for everyone. This sometimes means that they learn to cut using safety knives. Everyone joins in to help tidy up when they hear the 'tidy up' music start. Children understand the expectation that they need to change into wellington boots if they are going outdoors and they are encouraged to have a go at doing this for themselves. They also develop independence and self-help skills by pouring their own drinks and serving themselves food at snack time.

The learning environment is equipped with resources that reflect all areas of learning. There is a good selection available and children have the freedom to move these around

to support their play. This enables them to follow their interests and develop their ideas. Photographic displays, labelling and examples of children's artwork bring interest to the environment and add to children's sense of belonging as well as promoting awareness that print carries meaning. Many children relish being outdoors and they can use this area at will. This helps to ensure they benefit from fresh air and exercise and empowers those children who learn better outdoors to do so. The garden is very appealing; it is well equipped and includes many open-ended resources that children can use in different ways. For instance, children investigate the flow of water by pouring this down a piece of guttering placed at an angle. Positioning balls at the top of the guttering makes it easier for them to notice the movement. Children can independently fill their buckets from a water butt and they demonstrate awareness of the need to turn the tap on and off. The pre-school uses the school hall twice a week. This means that children are able to take part in parachute play, music and movement and circle games in more spacious surroundings.

Children understand that they have to wash their hands before eating and announce that they need to do this because 'it's snack time.' However, they are not aware of how this contributes to their good health. Children enjoy healthy snacks of different fruits and breadsticks. The pre-school's snack bar routine allows children to decide for themselves when and what they wish to eat. Children stay for lunch on some days of the week. These sessions are sociable occasions as children and staff sit together to eat. They engage in conversation, which supports children's spoken language skills. Some children are quite slow eaters but they are not rushed, which demonstrates that staff respect the individual needs of the children in their care.

Children learn how to keep themselves and others safe with the support of staff. For instance, they are helped to understand that throwing toys is not a good idea because they may hurt another child or break the toy. They also take part in practice fire drills to develop their understanding of what they need to do in the event of it being necessary to evacuate the premises in an emergency.

Parents are encouraged to visit with their children before they start at the pre-school. There are plans in place to introduce home visits in the near future as a way of further strengthening existing home/pre-school links. The provider is in the process of contacting staff at the local schools children are likely to attend. The aim of this is so she can discuss exactly what reception teachers want to see in terms of 'school readiness' and can then support children in acquiring these skills. These measures are likely to ease the transition for children to both pre-school and school and help ensure they are suitably prepared.

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

This new pre-school is evolving under the direction of a provider who is passionate about providing young children with a quality early years experience. She has a clear understanding of her responsibility to deliver the requirements of the Early Years Foundation Stage. She is working hard to build upon existing practice and move the pre-

school forward. She recognises that the changes she wishes to make will take time to implement and embed. There are some new staff who have only been in post for a few weeks and their knowledge and understanding of their role, particularly with regard to the learning and development requirements, is developing. The provider is providing support through a system of performance management. This includes observing practice, role modelling, staff meetings and encouraging attendance of relevant training courses. She is about to introduce termly staff appraisals as part of this process. Overall, the deployment of staff is generally effective to support children's individual needs and provide them with help when this is needed.

There are suitable safeguarding procedures in place. The premises are safe and secure and practitioners supervise children carefully. There is a secure understanding at both leadership and staff level of the action they must take if they have any concerns about a child in their care. The registered provider/manager and some staff have attended relevant training and this is being organised for others to make sure their knowledge is up-to-date. The provider implements stringent recruitment, vetting and induction procedures to assess the suitability of staff. All required documentation is in place and is well maintained.

Parents are greeted warmly when they arrive to drop off or collect their children. They receive a parent pack about the pre-school and have a daily exchange of information with practitioners. The newly introduced 'I have something special I would like to share with you' form is being used to strengthen home/pre-school links by encouraging parents to regularly pass on their knowledge about their children. The provider intends that this information will be included in children's learning journey records and can be used to help inform planning. Parents are very positive about the pre-school. They feel that staff are 'very pleasant and friendly' and that their children enjoy themselves. One parent expressed the view that 'there is a constant dialogue' whilst another commented 'I think they've got it right at every level.'

The provider appreciates the importance of working with others where children attend other early years settings and with any outside agencies who are supporting children. These are in place for one child and are being developed for other children.

The provider is currently taking the lead on evaluating the quality of the pre-school provision and drawing up plans for improvement. She is keen to involve other staff in this and has the support of local authority advisors. She has taken steps to ensure she is easily contactable for parents to discuss any issues or concerns they have. Parents appreciate this and also feel that their opinion is valued. The provider is also trying to involve children by encouraging their input. For instance, she makes sure that any new resources or equipment are unpacked with the children, so they can help decide where to put things.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY446684
Local authority	Hampshire

Inspection number	796491
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	40
Name of provider	Apple Tree Pre-School Limited
Date of previous inspection	Not applicable
Telephone number	07958058726

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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