

Apple Blossoms

59 Osbaldeston Road, LONDON, N16 7DL

Inspection date	07/01/2013
Previous inspection date	21/09/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
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		2

The quality and standards of the early years provision

This provision is good

- Activities match children's interests and respond to their needs. Adults listen to children and extend their learning by joining in their play and using open-ended questions to encourage further explorations.
- Younger children are included in the group during play and mealtimes which is beneficial to their learning and development
- Children learn to link sounds to letters, recognise numbers and shapes and begin to use these with purpose in their play
- The nursery has strong partnerships with parents and other agencies.

It is not yet outstanding because

- 'Story times' are not always protected from noises and movement in the room which makes it difficult for children to fully develop their language and communication skills at these times.
- Children who learn English as an additional language have few one to one sessions to listen and practise their spoken English.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children at play both indoors and outdoors, during meals and rest times, in adult led and child initiated play.
 - The inspector carried out joint observations with the manager.
 - The inspector had discussions with the manager, key persons, children and parents.
- The inspector looked at a representative sample of documentation including the
- Equal Opportunities policy, staff qualifications and safeguarding certifications, children's registers, complaints record and a selection of children's assessment folders and sample of planning.

Inspector

Ileana Shirley-Smith

Full Report

Information about the setting

Apple Blossoms Nursery was registered in 2006. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery may care for a maximum of 14 children in the early years age group at any one time. There are currently 11 children on roll in the early years age group from eight

months to five years. The provision operates in the Stoke Newington area of the London Borough Hackney. There is no wheelchair access to the setting. The nursery has a designated play area in the basement of a residential property and a secure outside play area. The setting serves the local community. The nursery is open from 8am to 6pm Monday to Friday 48 weeks of the year. The nursery employs five staff all of whom are suitably qualified. The nursery cares for children who learn English as an additional language.

What the setting needs to do to improve further

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

- organise a quieter environment around 'story time' to enable the children to concentrate, listen and think about the story.
- extend opportunities for children who learn English as an additional language to practise and develop their spoken English, for example by planning 'one-to-one' sessions.

Inspection judgements

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

This nursery offers children and parents a home-like atmosphere with soft furnishings and small rooms. Here, children can play in small groups feeling safe and happy. Children enjoy a wide range of stimulating activities alongside calm and focused sessions, which enables them to make good progress towards early learning goals.

Adults join children in their games and explorations, supporting them in their development and learning. For example, as they build towers with wooden blocks one member of staff invites an 'older' child to count and begin to calculate. Toddlers and babies are included in mixed age groups. For example, a toddler builds towers next to the older child and the member of staff encourages and supports him. This means that younger children have the opportunity to learn from older children while older children learn to be kind and supportive of the younger ones.

Children learn to appreciate different types of foods and to learn about healthy foods. They play board games with vegetables and exotic fruits, learning to recognise these and learning the names of these foods. Children play together in small groups always supported by members of staff who ask them open questions to promote their thinking

and learning. For example, during story time, the children and the adult leading the session develop a lengthy conversation about animals and their babies, comparing with their own baby siblings. This enables children to begin to think about similarities and differences between humans and animals, progressing towards later stages in their learning.

The staff team and the manager respond to children's needs and interests by organising the environment accordingly. For example, they have specifically designated one of the playrooms to provide unhindered exploration of a range of textures and mixtures. Both younger and older children explore paints making handprints and foot prints on large strips of paper and create 'pies' and 'pizzas' out of play-dough. Younger children explore musical toys and make sounds as they play with these on the carpet.

Children regularly sing nursery rhymes and listen to stories in small groups. The member of staff who leads the 'story time' session invites children to think and discuss issues presented in the book to engage children. For example, one child recalls his visit to the zoo and while another recalls his visit to the pizza restaurant with his parents. However, children sometimes struggle to concentrate because other activities close by disturb this otherwise peaceful time.

Children who learn English as an additional language make good progress from their starting points. For example, one such child plays with the helicopter at the sand tray but knows that a helicopter is actually a vehicle that travels in the air and begins to 'fly' it. He listens attentively to stories, showing good understanding and participating with sounds and words. However, there are few opportunities for him to listen and talk in one-to-one sessions to enable his confidence in speaking English to be further developed.

Staff observe children's interests and learning needs and organise activities that engage them. For example, knowing that children enjoy dressing up, the staff team provides a wide selection of costumes for children to act out their imaginary roles. Observing that children enjoy and need to move around and be active, the programme offers daily extended time of outdoor play for children to ride bikes, drive pedal cars, play with hoola-hoops and run around.

Staff have secure knowledge of how to promote children's learning. During circle times, children learn about letters, numbers and shapes. For example, children listen to and recognise initial letters of their names. They link the sounds of letters to other words such as animal names. As they grow older, children learn to write their own names. Such skills prepare children very well for later stages in their lives as they go to school into reception class.

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

The nursery has a well-established key person system. Each child is allocated a member of staff who is responsible for her development and welfare. This helps children form secure attachments so they feel safe and happy while in the nursery. Children learn to be

independent and confident.

The nursery has a homely atmosphere in which children, parents and visitors feel welcome. The manager and the staff treat all children respectfully while at the same time showing kindness and affection. Routines are clear and consistent so children know what is expected of them at any one time. As a result children behave impeccably at all times, showing kindness towards one another.

Staff give high priority to children's safety and wellbeing. Older children are independent in taking care of their personal needs such as using the toilets, washing their hands and getting dressed to go out to play. Staff ensure that children are warmly dressed in cold weather to minimise risks of getting a cold. Staff minimise risks of spreading infections by regularly wiping younger children's noses and wearing protective gloves while changing nappies. Children eat healthy foods and learn to appreciate the importance of a healthy diet while in the nursery. Meals are prepared on the premises from fresh ingredients and children eat fresh fruits and fruit yoghurts for morning snacks. Children are engaged in some of the preparation of food such as fruit salads or sandwiches.

Children have the opportunity to rest during the day. After lunch, younger children have a rest in a specially designated sleeping room upstairs while the other children continue their quieter activities such as looking at books or painting.

The nursery offers a wide range of activities, which support children's all- round development and wellbeing. Children are well prepared for the next stage in their lives by being independent and confident.

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

The manager is at all times present in the life of the nursery. She models good practice by taking turns in leading sessions with the children such as phonic sessions and 'story time'. She joins in the everyday tasks such as preparing the morning snacks and or playing with the children as staff need to take their lunch breaks or write observations. This means that staff continue to be inspired and improve their practice constantly. They work in a fair and equal environment, as part of a real team.

The manager and staff plan stimulating experiences according to children's interests and learning needs. For example, the children visit the local city farm as they learn about farm animals. Staff make detailed observations of children's learning styles and use these to plan activities. The nursery has effective systems for assessing children's progress. They compare children's attainments to Development Matters in the Early Years Foundation Stage guidance. Staff identify any additional needs children may have and plan early interventions which benefit children's development.

The manager and the staff team make children's safety a priority. There are rigorous recruitment systems to ensure all adults are suitable to work with children. Staff have

secure knowledge of child protection issues and undertake regular checks of the environment minimising risks of accidents.

The nursery practises a policy of inclusion, which is exemplified by mixed age groups during play and at meal times. Children and staff work and play together in a fair and friendly manner. The manager and staff evaluate their provision regularly in staff meetings, adapting activities to suit children's needs and introducing novelty, such as outings to museums, the library or the local fire station. The nursery offers additional sessions in French and dance so children have the opportunity to learn extra skills. Children learn French through songs and games adding extra benefits to the two children attending who speak French at home. They have the chance to continue to practise their home language in the nursery.

The manager has plans to develop the provision. She regularly meets with members of staff discussing their future professional development training and studies to gain further qualifications. The staff attend training provided by the local authority to learn about latest ideas related to child development and learning. For example, after such training, they have developed the play environment and experiences for babies and toddlers. In addition, they have improved their assessment and planning systems.

The manager guides her staff by example and by regular feedback on the quality of sessions they run with the children. She offers staff individual guidance and support in regular one-to-one meetings when they discuss children's progress and staff's professional development.

Parents are welcome into the nursery at any time and feel part of a close community. The manager and staff organise events throughout the year in which parents and children learn about each other's home cultures and customs. Each day the manager and staff make time to communicate with parents about children's lives so that they work together towards the children's wellbeing. Monthly newsletters inform parents of events and activities planned for their children and weekly plans of activities inform them of what their children are doing and learning. Parents and key persons meet to discuss children's progress so that parents can participate in their children's learning and development. There are strong partnerships with others involved in the children's development. For example, there are links with local schools and other early years settings.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary 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	EY340583
Local authority	Hackney
Inspection number	895139

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	14
Number of children on roll	11
Name of provider	Mehroonnisha Balesaria
Date of previous inspection	21/09/2010
Telephone number	02088063535

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

