

# Apple Tree Day Care Nursery

The Cider House, Wild Country Lane, Long Ashton, Bristol, Avon, BS41 9AG

<b>Inspection date</b>	25/04/2013
Previous inspection date	09/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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		3
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

- Children's dietary needs are met well through the provision of nutritious home cooked meals and snacks.
- Children use their imaginations well as they engage in role-play.
- Effective systems help children settle, move onto the next room within the nursery and onto school.

### It is not yet good because

- Activities and staff interactions do not always provide enough challenge to support all children, particularly babies in their communication and language.
- The key person system is not fully established to make sure an adult who knows the children well is always available to support their care and learning.
- Staff miss chances to support children in managing their behaviour.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities in the baby room, toddler room and pre-school.
- The inspector had discussions with the owner / manager, staff, parents and children.
- The inspector undertook a joint observation with the owner / manager.
- The inspector sampled a range of documentation including children's records, staff suitability checks, staff rosters and attendance registers.

## Inspector

Michelle Tuck

## Full Report

### Information about the setting

Apple Tree Day Care Nursery opened in 1997 and operates on two floors of a converted cider house. Children have access to a garden from each of the playrooms. There are five rooms available for different age groups. The nursery is located in the village of Long Ashton, on the outskirts of Bristol. It is open each weekday from 7.30am to 6pm.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 76 children on roll. The nursery supports children with special educational needs and/or disabilities. There are 19 members of staff, of which 16 hold an early year's qualification. Five staff members have achieved Early Years Professional Status. The nursery provides free early education for children aged two, three and four years.

### What the setting needs to do to improve further

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

- improve the quality of learning experiences for babies with particular regard to communication and language by promoting high quality interactions to help build their vocabulary and planning suitably challenging activities so that all children make good progress
- improve the key person system to help ensure that every child's care and education is tailored to meet their needs and that an adult who knows the child and family well is available, by, for example, incorporating a 'buddy' who can step in when necessary.

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

- help children to manage their own behaviour by setting and maintaining clear expectations so that children can feel safe and secure in their play and other activities.

### Inspection judgements

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

Overall, children are happy, settled, and enjoy a suitable range of experiences at the nursery. They arrive excitedly and ready to play with their friends. Children thoroughly enjoy role-play, they pretend to be different animals and crawl around the room. They use cardboard tubes as telescopes and search the room looking for snakes. This shows they use their imaginations well. Children engage in conversation with staff about what they see in a book. They talk about the different features of the fish and are heard discussing the Hammerhead and Tiger Shark.

Staff use spontaneous experiences to encourage children to count and identify colours. Children use the weighing scales and count coloured blocks into each side to see which one is heaviest or how they can make it balance. Children have opportunities to be creative; they enjoy using their senses to explore the paint as they paint their hands, rub them together and make prints.

There is some good quality teaching and interaction from some individual staff members who engage children well. However, this is not consistent across the whole staff team and the planning and delivery of some activities is not fully effective in order to extend children's knowledge and learning. For example, young babies are given pencils and paper to make marks. Due to little interaction or direction from staff children do not know what to do. This means some activities do not support children to make good progress and children's communication and language skills are not fully promoted.

Children gain an awareness of diversity because they play with toys and books that reflect positive images. Staff count in Spanish with the children and they learn about different cultures and countries that are relevant to the children attending. Staff support children with special educational needs and/or disabilities well. The special needs coordinator liaises effectively with parents and any other professional who is involved with the childcare, to provide appropriate support.

Children are suitably prepared to move onto the next stage in their learning. For example, they manage their self care skills well such as blowing their nose and using the toilet independently; they are beginning to link letters to sounds and staff support them suitably overall to develop their social skills. For example, children thoroughly enjoy a game where they roll a ball to their friends calling out their name. This effectively supports their personal, social and emotional development in making relationships. Key people know their key children well. However staff do not always work directly with their key children and as there is no buddy system in place, there is a lack of consistency in staff's knowledge of children's learning priorities to promote their learning well.

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

Children benefit from the bright vibrant environment of the nursery. Children happily separate from their parents when they arrive which demonstrates they feel safe and secure at the setting. This means their physical and emotional well-being is supported. Children are cared for by staff that are warm and affectionate, which results in the forming of positive relationships. Overall the key person system is implemented well to

meet children's care needs.

Overall, children behave well. Staff act as appropriate role models so that children learn good manners and they support children to understand the need to take turns and share. However some older children do not always behave in ways that keep themselves and other safe. For example, at meal times they hit their cutlery together and wave it in the air. Staff do not take this opportunity to talk to the children about managing their own behaviour or re-enforce the rules in readiness for school.

Children learn about healthy lifestyles through discussion and the healthy snacks and meals provided. Learning is further enhanced by planting and tending to fruit and vegetables in the garden and taking part in a variety of outdoor play sessions, which promote children's physical development well. Children confidently move around the nursery. They make their own choices from a good range of resources, both inside and outside. Most resources are stored at child height. This means that children can self select and take charge of their own learning.

Children learn about some aspects of their own safety. For example, they take part in regular fire drills which means they learn how to get out of the building quickly and safety.

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

Staff understand their responsibility to meet the safeguarding and welfare requirements. Thorough safeguarding procedures are in place to promote the safety and welfare of the children in the nursery. In addition, robust recruitment, vetting, induction and appraisal ensure the ongoing suitability of staff to work with children. This includes the completion of criminal records checks on all staff and procedures to ensure anyone whose checks are not complete are not left unsupervised with children. Staff work in different rooms in the nursery to ensure that correct staffing ratios are maintained at all times. Staff shift patterns have recently changed which means that staff start work at an earlier time to ensure they are always ready to greet those children that arrive for breakfast. Staff have a good understanding of child protection issues and the policies and procedures to follow if they have concerns for a child in their care. Risk assessment records are in place and daily checks help ensure areas of the nursery are safe and secure.

Staff have a clear understanding of their responsibilities in meeting the learning and development requirements for the Early Years Foundation Stage. Staff use information from parents and their own observations to assess where the children are and plan for their next steps in their development. The educational programme is monitored to ensure it offers variety and challenge in all areas of learning.

Staff establish effective partnerships with parents. Parents and carers receive detailed information about the nursery by way of written policies, regular newsletters and displays and every parent is given a verbal summary of their child's day on collection. Staff gather information from parents when children start at the nursery. For younger children this is

recorded on a white board in each room. This enables staff to meet their care needs effectively. Parents that were spoken to on the day of the inspection were complimentary of the nursery provision. Parents say their children are happy and enjoy attending nursery. They are pleased with the progress they make and they find the staff and management very approachable. Staff share useful information with other early years providers when children also attend other settings.

Self-evaluation takes account of the views of children, staff and parents. This has identified the settings strengths and some areas for development. There are clear systems for monitoring staff effectiveness. Yearly appraisals and regular reviews help identify any training needs. The management team also monitor staff performance through observations. This helps identify areas for improvement and demonstrates a commitment to driving improvement.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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 action. 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

<b>Unique reference number</b>	EY240994
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	915845
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	81
<b>Number of children on roll</b>	76
<b>Name of provider</b>	Apple Tree Day Care Nursery Ltd
<b>Date of previous inspection</b>	09/05/2011
<b>Telephone number</b>	01275 395295

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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, which are usually the childminder's 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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