

Apple Tree Day Nursery

Spring Lane, Larkhall, Bath, Bath & NE Somerset, BA1 6NY

Inspection date	21/03/2013
Previous inspection date	10/07/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Risk assessment is weak and staff fail to identify hazards and minimise them. As a result some areas used by children are unsafe.
- The planned educational programmes fail to offer a balance of adult led and child-initiated experiences and activities do not successfully build on children's interests and what they already know and can do. This limits the progress children make in their learning and development.
- Systems for recruitment, vetting and ensuring the ongoing suitability of staff are not robust.
- Hygiene practice does not consistently minimise the risk of cross infection to promote children's good health.
- Partnerships with other settings children attend are not fully established and effective to ensure consistency of care and support for children's learning.
- Staff are not proactive in finding ways to share information about children's learning with parents who cannot attend during nursery hours to meet with them.

It has the following strengths

- Staff take some positive steps to help ensure that babies and children feel valued and included. As a result most children are happy and settled.
- Some useful information sharing takes place between staff and parents to promote

children's care and some aspects of children's learning.

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 and the manager completed a joint observation of a planned activity.
- The inspector spoke to a parent who has used the nursery for several years.
- The inspector held a discussion with the manager.
- The inspector spoke to staff regarding daily routines and safeguarding.
- The inspector made observations of the children at play.

Inspector

Caroline Mckellar

Full Report

Information about the setting

Apple Tree Day Nursery registered in 2002 and operates from a purpose-built building in Larkhall, Bath. Children are cared for in four separate age group rooms and have access to an enclosed outdoor play area. Access to the younger babies room is on the first floor via a set of stairs. The nursery is situated in a residential area of Bath and is open each weekday from 8am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery receives funding for the provision of free early education for children aged three and four years. There are currently 55 children aged from birth to under eight years on roll, some in part-time places. The nursery supports children with special educational needs and children learning English as an additional language. There are 17 members of staff, 14 of whom are qualified to National Vocational Qualification level 2 or 3 and one has Qualified Teacher Status.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

- ensure that practitioners and any other person who is likely to have regular contact with the children are suitable; ensure they are told to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children; and make sure recorded information about staff vetting processes include the date a criminal records disclosure was obtained (Suitable people)
- ensure that premises, including outdoor spaces are secure, fit for purpose and that spaces, furniture, equipment and toys, are safe for children to use (Safety and suitability of premises, environment and equipment)
- ensure risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised (Risk assessment)

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

- make suitable judgements about the balance between activities led by children, and activities led or guided by adults, taking into account young children's need to be active
- consider the individual needs of each child and plan a challenging and enjoyable experience for each child, giving particular attention to what babies show you they are interested in and want to do
- ensure that all staff involved in preparing and handling food implement suitable food hygiene measures, for example, minimising the risk of cross infection using suitable hand washing and drying arrangements
- enable a two-way flow of information between providers when a child is attending more than one setting.

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

- provide opportunities for all parents, including parents who work long hours, to share information about their child's progress and development.

Inspection judgements

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

The nursery staff fail to meet the needs of all children. The safety of children's play environments and planned activities do not adequately support children's learning and development. Upon entry to the nursery, parents complete an 'all about me' form which gives personal details about each child's likes and dislikes, family background and daily routine. Staff use this information to help children to settle into the nursery. The young children's individual sleeping and eating routines are followed by their 'special person'. This helps children to feel secure.

Some parents have used the nursery for a number of years and are happy with the nursery provision. Notice boards inform them of what events are occurring during the day and they receive regular newsletters. Staff spend time each day talking to parents about their children's experiences. This demonstrates a suitable commitment to working in partnership with parents. However, information about all children's progress is not regularly shared. Staff have begun to complete the required progress check for children at the age of two years and produce written summaries of where children are in their learning to share with parents. However this type of assessment is not used effectively throughout the nursery. As a result staff are not always clear about children's abilities and fail to identify gaps in children's learning.

Children are offered a range of some suitable activities which generally help them to make progress in their learning and development. For example, opportunities are planned to encourage young babies to pull themselves into a standing position by offering table top activities. This encourages the development of children's physical skills. Older children help to make an electronic talking album and learn how to say 'hello' in different languages. This supports their development of language skills and understanding of the world around them. The older children show confidence in their developing language and staff sometimes use sign language to encourage those who find it harder to communicate. However, planning is not always effective in matching activities to children's needs. For example, a child is unable to participate in a drawing activity planned specifically for them to develop their mark making skills. The child eagerly awaits the activity and is removed before participating to have their nappy changed and is then put down to sleep. Activities are also planned that do not match the interests of the children and fail to hold their attention. For example, a pastel drawing activity is planned for a young child who prefers to be more physically active. The activity is unexciting and fails to hold his attention.

Children participate in adult-led and some child initiated activities but the balance of these is not effectively considered. As a result children's early years experiences are not always positive and this affects the progress they make in their learning. Older children have opportunities to choose their own activities and play both inside and outside for an adequate proportion of the day. This supports children to be independent learners and to be physically active when they wish. However, routines for some of the younger children mean that they can be inactive because of story times, mealtimes, and planned group activities for up to fifty minutes several times a day. This results in children becoming

agitated and displaying negative behaviour. This routine does not take into account young children's need to be frequently active.

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

Children's safety and well-being is compromised by staff failing to perform adequate daily health and safety checks of the premises. As a result there are safety risks present within the children's indoor and outdoor play spaces, including broken resources that children play with. Their health is further compromised because staff fail to implement suitable hygiene measures to minimise the risk of cross-infection. They encourage children to learn hygiene routines, such as, hand washing before eating snacks and main meals. However, some adults preparing baby feeds share use of a cloth to dry their hands after washing, increasing the risk of cross-contamination.

Routines for the youngest children are flexible and reflect those followed at home. Children sleep when they need to and are checked frequently to ensure their well-being. Children have photographs of themselves and their art work displayed around the nursery and this helps children to feel valued. Overly structured plans for some children result in children sitting for extended lengths of time. This causes unwanted behaviour and children become upset when asked to sit nicely. Some focus is given to children learning how to share and a child's 'special person' encourages a child to 'use her words' when dealing with an unwanted situation. The 'special person' suggests words that the child may use and this helps to develop the child's social skills for the future. Older children learn basic dressing skills and how to recognise their name in preparation for school. Limited emphasis is placed on learning letters and sounds and literacy skills such as writing their own name. This fails to adequately challenge more able children.

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

The leadership and management of the provision fail to identify the significant weaknesses in the provision. Some changes have been made to the nursery provision since the last inspection and subsequent visits from Ofsted. However, not all actions raised and notices for improvement issued have been effectively responded to. There is now a risk assessment for some areas of the nursery and resources for younger children are checked to reduce any risk of choking. For example, larger play fruits and toy animals have been purchased. However, the risk assessment is not comprehensive and fails to identify risks to babies from falling equipment and trailing wires. There is also no risk assessment for the sensory house which contains safety risks from an incorrectly fitted light fitting and broken toys. This affects the safety and well-being of children. Safeguarding training has been completed by staff and they now demonstrate a sound knowledge of the action they must take in the event of a child protection concern. Some staff are aware that they must declare any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children. However, new staff are unaware of this as there is no procedure in place to routinely tell them about the expectation to disclose such

information. The manager now keeps a record of criminal records disclosures including the reference number and who obtained it. However, the date of obtaining the disclosure is not recorded, as required. Staff have regular appraisal and supervision meetings. This helps to identify areas that need developing such as attendance levels and future training needs. All staff, except the manager, have attended Early Years Foundation Stage training and are beginning to implement what they have learnt to benefit the children. All childcare staff have suitable qualifications in childcare and childcare apprentices are supported to achieve a relevant qualification. The manager acknowledges the benefits of working in partnership with other settings children attend to promote continuity of children's care and learning. However, she does not ensure that this happens in practice, despite this being recommended at the last inspection.

The nursery has some limited plans for the future. These include a new sensory area in the garden and the repair of a wall. However, not all staff are aware of these plans. This indicates that not all interested parties are included in the future vision of the nursery. Parents have opportunities to talk with members of staff on a daily basis during the nursery's opening hours. They can look at their children's learning records on site but are not permitted to take them home to share with other members of the family. Some parents are unable to attend and staff have not explored different ways of promoting two-way sharing of information about children's learning and progress with these parents. As a result not all parents are involved in their children's learning and development here.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that the premises and equipment used for the purposes of childcare are safe and suitable for that childcare.(compulsory part of the Childcare Register)
- ensure that the premises and equipment used for the purposes of childcare are safe and suitable for that childcare.(voluntary part of the Childcare Register)

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

Unique reference number	EY304453
Local authority	Bath & NE Somerset
Inspection number	908657
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	44
Number of children on roll	55
Name of provider	Apple Tree Day Nursery Ltd
Date of previous inspection	10/07/2009
Telephone number	01225 318744

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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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