

Apple Tree Day Nursery

62 Main Street, Sprotbrough, Doncaster, South Yorkshire, DN5 7RJ

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| Inspection date | 15/04/2013 |
| Previous inspection date | 15/12/2010 |

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| The quality and standards of the early years provision | This inspection: | 3 |
| | Previous inspection: | 3 |
| 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

- Educational programmes satisfactorily cover all seven areas of learning. They give priority to the development of skills in communication and language, personal, social and emotional development and physical skills. This ensures that children gain sufficient skills in preparation for the next stage in their learning, such as school.
- Practitioners have a generally sound knowledge and understanding of how to promote the learning and development of young children. They have reasonable expectations of all children and demonstrate they are making steady, and sometimes better progress than expected.
- Parents are appropriately encouraged to share information about their children's learning and development at home, which helps practitioners to gain a complete picture of children's learning and development.

It is not yet good because

- The delay in allocating a key person at the time of placement does not fully support all children's emotional well-being and welfare at this time.
- Learning experiences during child-initiated play are not always fully matched to children's individual interests. This means that some of the time, children are not as motivated as others.
- Some parents are not aware of their children's development records, which does not enable them to gain even further information about their child's progress.

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 all care rooms and the outside learning environment.
- The inspector held a meeting with the manager of the provision and held discussions with a number of practitioners.
- The inspector looked at children's assessment records and a range of other documentation, including policies, procedures and risk assessments.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day.
- The inspector held discussions with a number of children.

Inspector

June Rice

Full Report

Information about the setting

Apple Tree Day Nursery was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in adapted premises in the Sprotborough area of Doncaster, and is privately owned. The nursery serves the local area and is accessible to all children. It operates from two buildings and there is a fully enclosed area available for outdoor play. Children aged from birth to three years are cared for in the main building, and children who receive nursery education are accommodated in a separate building situated within the same grounds. This building is also used for the after school club.

The nursery employs 17 members of childcare staff. Of these, two hold appropriate early years qualifications at level 4, 11 hold level 3, and one has level 2. The nursery opens Monday to Friday all year round, except for Christmas and Bank Holidays. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 32 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- respond to and be guided by each child's interests when planning the environment to support child-initiated activities, so that children are motivated to play and explore
- ensure the key person system is always effective in helping each child become familiar with the setting and offering a settled relationship for the child.

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

- extend opportunities for parents to access their child's development record, in order to build on the information they currently receive about their child's progress.

Inspection judgements

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

Practitioners plan a generally good selection of play and activities that successfully promote children's learning through play. On the whole, children find them interesting and challenging, which helps them to make satisfactory progress. However, the planning of the environment to support child-initiated play has scope to improve. This is because it does not fully take account of children's individual interests. As a result, some of the older children are not sufficiently motivated as they cannot find anything interesting enough to hold their attention. All seven areas of learning are covered and practitioners are able to identify the correct development bands that children are working within. This is further supported by the evidence in children's development records and plans for their next steps in learning.

The vast majority of practice is based on practitioners' generally sound knowledge and understanding of how to promote the learning and development of young children. Practitioners have reasonable expectations of all children and can demonstrate they are making steady, and sometimes better progress than expected. This means that children are gaining a satisfactory range of skills to support their readiness for school when the time comes. Practitioners use good questioning techniques which help children to think and talk about what they are doing and what they can see. For example, children who are very interested in a ladybird they have found are encouraged to describe what they can see, count the spots and name the colours red and black. This helps to develop their language and communication skills, observation skills and interest in the wider world.

Satisfactory partnerships with parents and other early years providers help to promote the learning and development of all children. For example, parents are encouraged to share information about their children's progress at the start of a place, and this ensures that starting points are quickly identified. This enables the practitioners to effectively plan the next steps of children's development. In discussion with parents, it is clear that they are eager to share what their children do at home and they feel that practitioners keep them up to date with their children's progress. Some parents have attended parents evenings where they have discussed their children's progress with their key person. However, when asked, some parents were not aware that there was a record of their children's progress. This means that not all parents are aware they may request access to this record, in order to gain even more information about their child's progress.

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

Well-established care practices ensure that most children quickly settle, are happy and enjoy their time at the setting. For example, information about children's home routines, family and care needs is obtained to ensure that routines and practice remains familiar. The key person system is generally well embedded and meets most children's needs, but the delay in allocating a key person at the time of placement does not fully support all children's emotional well-being and welfare. This means that some children new to the setting are slow to settle because they are not provided with realistic opportunities to develop a bond with a familiar person. For example, when upset there is no consistency about who goes to settle them.

Practitioners are good role models; they are polite with each other and work well as a team. This helps children learn about how to behave and cooperate with others. Children

are encouraged to learn how to manage their own hygiene and personal needs. They go to the toilet independently and are monitored while washing and drying their hands to ensure they learn how to do this properly. Good health and well-being is well promoted by practitioners. For example, children are provided with lots of opportunities to play outside where they enjoy being able to move faster and more freely, and use equipment that promotes the development of their physical skills. For example, they competently ride bikes, manoeuvring carefully to avoid obstacles. Children are provided with healthy, balanced diets. These include a combination of fresh fruit and vegetables, light sandwiches and hot meals. These are freshly prepared on a daily basis, taking account of all allergies and specific dietary needs. Children are observed to enjoy their lunch together in a lively atmosphere, and are learning to use knives and forks safely while eating.

Children behave in ways that are safe for themselves and others, and are learning to develop an understanding of dangers and how to stay safe through their daily routine and activities. For example, they are provided with opportunities to manage their own risks as they learn to climb, they practise emergency evacuations and learn about 'people who help us'. For example, practitioners arrange visits from the dentist, crossing patrol person, police and people from the medical profession. Children show they feel safe in their environment as they approach visitors to ask why they are there, and who they are. When asked, children are quick to name the member of staff they would go to if they are upset. This shows that children have built trusting relationships with adults.

Practitioners give priority to enabling children to build on their existing skills, and this helps them make sound progress in their personal, social and emotional development, physical development, communication and language. A well-developed transition process that involves the pre-school inclusion team, parents, trips to schools, and the sharing of children's care and development record, helps children get ready for school. Practitioners make the best of the space available and effectively use resources, activities and play opportunities to promote children's independence and choice. Children are observed to make choices about what they want to do, and to enjoy more focused activities, responding well to practitioners' well-timed interventions. This shows children are developing a good disposition to learning.

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

The provision gives priority to safeguarding. Practitioners are familiar with the systems that enable them to work in partnership with parents and others to safeguard children. Practitioners demonstrate a good understanding of child protection and are confident in their ability to implement safeguarding procedures in order to protect children. There is a clear procedure for safeguarding that is available to all practitioners, parents, carers and other agencies, which includes clear guidance on the procedures that will be implemented in the event of a child protection concern being identified. Recruitment procedures ensure suitable checks are obtained before practitioners are left unsupervised with children. All required documentation is in place and is presently being reviewed. Detailed risk assessments identify possible hazards, and the action taken by the provision to eliminate or reduce any risks. This helps to ensure children's safety.

Leadership is satisfactory. The manager demonstrates a commitment to improving the quality of the provision. The manager has worked with early years professionals to help identify priorities for improvement, and carried out a self-evaluation that takes account of what practitioners and parents say through staff meetings and discussions. There is an action plan in place with targets areas they wish to improve. Some of these have been addressed and have improved the quality of the provision, for example, the change of rooms to accommodate transition from baby to toddler rooms. Most recommendations from the previous inspection have also been addressed. This has improved systems for identifying children's starting points, and plans for their next steps in learning. The grouping of children to aid learning, in particular at story time, has also improved. Actions to maintain a two-way flow of information with parents and establish a key person system have also been completed. The key person system is generally well embedded but is not successfully implemented at the beginning of a placement. Therefore, this remains an area for further improvement. Practitioners' performance and its impact on children's learning is regularly monitored, and supervision meetings and a yearly review are carried out. Professional development is discussed and appropriate training opportunities are identified and planned for. Practitioners have developed strong links with most schools children attend; they are involved directly with transitions with one school and share relevant information about children's care and learning needs. This helps ensure continuity in children's learning experiences.

The Childcare Register

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| 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 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

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| Unique reference number | 318110 |
| Local authority | Doncaster |
| Inspection number | 909269 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 80 |
| Number of children on roll | 32 |
| Name of provider | Charlene Hyde |
| Date of previous inspection | 15/12/2010 |
| Telephone number | 01302 851156 |

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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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