

# Apricot Day Nursery

Longsands College, Longsands Road, ST. NEOTS, Cambridgeshire, PE19 1LQ

<b>Inspection date</b>	21/03/2013
Previous inspection date	19/11/2009

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

- Staff provide a stimulating environment where children enthusiastically follow their own interests. As a consequence, children are making good progress with their learning and development.
- Observation and assessment of children's learning is good. Children's interests and next steps in learning are well planned and support children's positive development well.
- Staff have a good understanding of how children learn best through play. As a result children are engaged, active and have fun at nursery.
- Children benefit from the free flow of activities between the indoor and outdoor areas. As a result, they are able to extend their learning in the natural environment and enjoy plenty of exercise.

### It is not yet outstanding because

- Occasionally, staff communications with children at meal times do not maximise learning opportunities.

## 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 nursery and in the gardens.
- The inspector held a meeting with managers and spoke with children and staff at appropriate times throughout the inspection.
- The inspector took the views of parents and carers into account.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the nursery, the provider's self-evaluation form and a range of other documentation.

## Inspector

Jacqueline Baker

## Full Report

### Information about the setting

Apricot Day Nursery is owned and managed by Sunhill Daycare (Europe) Limited. It has been operating since 1991 and is located in a purpose built building in the grounds of Longsands College, St Neots, Cambridgeshire. Children have access to four group rooms and several enclosed outdoor play areas.

Opening times are from 7.30am to 6.30pm each weekday all year round with the exception of bank holidays and one week at Christmas. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children attend for a variety of sessions and currently there are 79 children on roll. The nursery provides support for children who are learning English as a second language.

The nursery employs 17 members of staff and a nursery cook. 11 members of staff have appropriate early years qualifications at level three or above. One member of staff is qualified to level two.

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

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

- maximise opportunities at meal times to strengthen children's communication and critical thinking skills by; following children's lead in conversations and thinking about things together; using open questions with many possible answers.

## Inspection judgements

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

Staff provide an interesting and stimulating environment where children are encouraged to explore and learn successfully through play. As a consequence, children are busy, active and motivated to learn. All children and babies take full advantage of the free flow of activities to the outside areas where even the youngest children enjoy learning and investigating. For example, children load buckets with compost, stones and twigs and deposit everything in a suitable area where they proceed to construct a nest. This not only demonstrates children's explorations into ways of transporting and handling different materials but also helps them to learn about weight and capacity.

Staff ensure that the environment fosters children's growing literacy skills well, by including meaningful text on displays and providing well stocked book boxes in every

room. As a consequence, children readily choose their favourite book and take it to staff to read with them. Children have opportunities to practice early writing skills by accessing activities both inside and in the outside areas. For example, chalk boards attached to the garden fence attracts children's attention and sustains their concentration for a considerable time as they draw and make marks. This means that children are already making good progress in gaining the key skills needed in their next steps in learning.

Staff interactions with children are good and generally promote children's learning well. However, occasionally during meal times staff do not maximise opportunities to improve children's learning and communication skills. For example, by following children's lead in conversations and using open questioning. Nevertheless, children are generally confident talkers who are able to convey their wants and needs. Staff promote babies speech by repeating their utterances and praising their efforts to talk. As a result babies are confident to try their new skill and their self-esteem boosted.

Staff observe children carefully and use their assessments of children's learning to plan challenging and interesting experiences for each child. Therefore, children are making good, and in some cases, better than expected progress towards their learning goals. Partnerships with parents are strong. They make good contribution to children's initial assessments and frequently share information about children's learning and interests at home. This means that staff are able to extend children's learning further by planning activities that stimulate children's curiosity.

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

The well-established key person system means that children quickly form strong attachments and their well-being is successfully promoted. Key staff work hard to develop strong relationships with parents and gain a secure understanding of individual children's care needs. Staff diligently record and share with parents the details of children's care and activities during the day. This ensures there is a consistent and coordinated approach to meeting both babies and children's needs. Staff are deployed well throughout the nursery and generally know when and how to effectively promote children's well-being and self-confidence. Staff place a high priority on supporting children's positive behaviour and as a result children behave well at the nursery.

The environment is stimulating, well-resourced and offers plenty of opportunities for children to make positives steps in their all-round development. Outside areas, especially the front garden, enable children to fully explore the natural environment, stimulate their sensory development and take part in physical activities. For example, children climb over small wooden frames, balance on logs and experiment with water courses. This means that children are not only enjoying exercise and fresh air but they are also learning how to take risks and keep themselves from harm. Nutritious meals and snacks further supports children's understanding of good health. Staff encourage children to be as independent as possible and as a result children are competent at managing their personal needs relative to their ages. Good strategies are in place to support children in their transition to the setting's partner pre-school. For example, key staff accompany children for visits and their

first few sessions to ensure that children are well supported and have every opportunity to progress well in their future learning.

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

The leadership and management of the nursery is good. Managers have fully embraced the self-evaluation process and as a consequence have clearly identified areas of strength and areas for development. The opinions of staff, parents and children have been captured and therefore children's improvements over time remain a high priority. Managers and staff have a good understanding of their responsibilities in meeting the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Monitoring of educational programmes and planning and assessment are thorough and ensure that children can experience a broad range of activities to help them progress to the early learning goals.

Partnerships with parents are good. Daily discussions, newsletters and access to the nursery website all contribute well to the working relationship and meeting the needs of the children. Parents offer very positive feedback about the nursery and especially value the stimulating environment where their children are able to investigate, explore and follow their own interests. Partnerships with external agencies and other providers are effective and mean that children benefit from and receive the support they need.

Managers and staff have a good knowledge and understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage and know how to identify and report concerns they may have about a child in their care. Policies and procedures are effective and mean that children are as safe as possible when at the nursery. Recruitment procedures are thorough and together with background checks, good performance management procedures and team meetings means that staff remain suitable for their role. Staff are keen to improve their skills and knowledge by attending further training opportunities and as a result children benefit from current practise that supports their learning and development well.

### **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 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>	EY352812
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	907745
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	47
<b>Number of children on roll</b>	72
<b>Name of provider</b>	Sunhill Daycare (Europe) Limited
<b>Date of previous inspection</b>	19/11/2009
<b>Telephone number</b>	01480 471 857

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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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