

# Applegarth Day Nursery

Robey Close, Linby, Nottingham, Nottinghamshire, NG15 8AA

## Inspection date

30/04/2013

Previous inspection date

17/09/2009

## 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

- Children's interest and motivation is stimulated by warm, enthusiastic staff who create an exciting environment and play with the children. Their skilful interactions support children to develop high levels of self-confidence and the ability to solve problems for themselves.
- Children's experiences are enhanced by regular outings, along with routinely planned sessions delivered by specialist practitioners. These include French, swimming and dance sessions for pre-school children, and an active yoga-inspired story session for two-year-olds.
- The management team demonstrate a strong commitment to quality. Self-evaluation is comprehensive and used effectively to set clear targets and action plans to drive continual improvement.
- Staff vigilantly implement the nursery policies and procedures, which successfully promote children's safety and well-being.

### It is not yet outstanding because

- There is scope to improve outdoor learning opportunities by routinely providing access to open-ended, flexible resources that can be adapted and used in different ways, such as water, boxes and fabrics.
- Strategies for engaging parents in their children's learning at home are not yet successful with all parents.

## 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 conducted a tour of the premises and viewed the equipment and resources available for the children.
- The inspector observed children's activities in the main indoor and outdoor play areas.
- The inspector undertook a joint observation with the nursery training and development manager.
- The inspector spoke with the registered individual, managers, staff, children and parents at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation, and a selection policies and staff and children's records.

## Inspector

Janice Walker

## Full Report

### Information about the setting

Applegarth Day Nursery was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare register. It is privately owned and operates from a converted unit on an industrial estate in Linby, close to Hucknall town centre. Children are cared for in individual group rooms according to their age and developmental stage. Children under three years are cared for on the ground floor. Provision for children over three years is provided on the first floor. All children share access to a secure enclosed outdoor play area. The nursery also provides out of school care and has arrangements to take children to and collect them from a number of local schools. Children come from the local and wider community.

The nursery employs 24 members of childcare staff to work with the children. Of these, 13 hold appropriate early years qualifications at level 3, and five hold level 2. In addition, one member of staff has Early Years Professional Status and Qualified Teacher Status. The nursery is open each weekday from 7.15am to 6.15pm for 51 weeks of the year, closing only for Christmas week and public holidays. Children attend for a variety of sessions. There are currently 92 children on roll who are in the early years age group, including 10 children who attend the out of school facility. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- enhance children's experiences of outdoor learning by providing access to open-ended, flexible resources that can be adapted and used in different ways, such as water, boxes and fabrics
- broaden the strategies for engaging parents in their children's learning at home so that they are successful in engaging all parents in order to support each child in making excellent progress in their learning and development.

## Inspection judgements

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

Children make good progress in their learning and development because they are supported by enthusiastic, motivated staff who have a secure knowledge of how children

learn. Staff interactions with children are positive and their teaching techniques are effective. Senior staff model to those who are less experienced, how to encourage children to explore, investigate and solve problems themselves. Staff demonstrate a genuine enjoyment of being with the children and create a warm, vibrant atmosphere. This results in children being keen to explore and eager to learn. Staff undertake regular observations of what children can do. They use these to identify children's next steps in learning, and plan activities to provide new challenges and consolidate what they know. Observations feed into assessments, which staff use effectively to monitor children's progress in order to ensure it is in line with expectations. Staff confidently undertake the progress check at age two and share this effectively with parents. Consequently, these parents are fully aware of their child's development, including any areas where their progress is less than expected. This information is used effectively to gain relevant support, as required by individual children, in order that all children's needs are well met, including those with special educational needs and/or disabilities.

Staff talk to parents regularly in order to support a joint approach to children's learning. At the point of entry, parents and staff meet to consider children's starting points for learning and identify their next steps. Children's assessment records are available for parents to view and they are encouraged to contribute to these, for example, by adding their observations of what children do at home on the 'learning tree'. The twice-yearly parents evening offers more formal opportunities for discussions. There is a wealth of information displayed around the nursery for parents to see what children are doing. Those with younger children receive specific information in their child's daily diary. The white boards within each group room offer opportunities for parents to record information about what children have been doing at home so that staff can encourage children to share this with their friends during group times. These strategies successfully ensure that there is a good exchange of information between staff and parents. However, strategies for engaging parents in their children's learning at home vary in their effectiveness and are more successful for some than others. This impacts on children's achievements; some children, as a result of highly effective partnerships, are making excellent progress.

Children enjoy their experiences at the nursery. In the baby room, children show their exploratory skills as they turn dials, lift flaps and press buttons on activity toys. They giggle with pleasure as staff interact with them using soft toys and puppets, and use their senses to explore materials, such as water, cornflour and paints. There is ample space for them to move around, practising emerging physical skills, and a separate area for sleep so that they can do so undisturbed. In the one-to-two's room, children happily move around and eagerly engage with resources. Children are captivated during singing sessions due to staff's skilled, animated and enthusiastic delivery. They concentrate well, learn new words and show high levels of confidence as they attempt to join in. Two-year-old children thoroughly enjoy the yoga-inspired sessions and show high levels of concentration and understanding as they follow instructions. They stretch and move in different ways and begin to learn about the impact exercise has on their bodies as they listen to and act out stories. Pre-school children are actively encouraged to make their own choices regarding their play. They take resources to where they want to play and engage in animated conversations with each other, and with staff, as they play. They particularly enjoy the dark tent where the safe, cosy atmosphere inspires their imaginations and make-believe play. During carefully planned, adult-led sessions, children are provided with individual

challenges in an enjoyable way, which successfully captures their interest. Daily routines are planned to develop their level of concentration by participating in adult-led sessions of increasing length and to become familiar with the concept of going to school through stories and discussions. Skills children develop through these activities provide firm grounding for them when they move on to school. The nursery teacher has effective links with local schools, which ensures that children have an opportunity to visit with nursery staff if parents are unable to take them, supporting their transition.

The outdoor area is well resourced with a wide variety of resources to support children's learning across all areas. However, children do not routinely have access to a supply of water to enrich their play, or to open-ended, flexible resources, such as boxes and fabrics, that can be adapted and used in different ways and inspire their creativity and imagination. Children's physical development is supported very well. They develop good coordination and balance as they move along the balancing beams, stepping mushrooms and trim trail, and tackle the challenges provided by the large static climbing frame. Pre-school children also have weekly dance sessions, led by a dance teacher, and the opportunity to have swimming lessons at the local swimming pool. As a result, children are active and physically able.

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

Children feel safe and secure and settle well on entry into the nursery. This is due to an effective key person system and because staff find out about their interests, preferences and daily care routines from parents. Staff create a warm and caring environment and implement consistent routines, which helps children to feel secure. Photographs of children are displayed around their rooms, which gives them a sense of belonging. Children show good levels of independence and actively explore their environment. Effective organisation of easily accessible, plentiful, resources supports this well. As children progress through the nursery, staff encourage higher levels of independence. For example, pre-school children undertake their own personal hygiene routines, serve their own meals and pour their own drinks. These skills support children very well in their transition to school. Within the setting, children's progression through the different rooms is sensitively organised. Children are well supported by staff who they know, to make the transition to their new room a smooth, positive experience.

Children benefit from nutritionally balanced, home-cooked meals. Staff make good use of meal times to talk about the benefits of a healthy diet. Children's understanding of healthy food is further enhanced as they plant, grow, harvest and eat fruit and vegetables from the nursery garden. All children spend regular times outdoors for fresh air to promote their well-being. Staff support this well by vigilantly implementing nursery procedures, for example, those relating to food hygiene, nappy changing and cleaning routines. Children behave well because staff are positive role models. They speak to the children with care and respect and listen to what they have to say. Children learn good manners and understand the need to share and take turns. Staff ensure young children have choices to reduce incidents of frustration. Clear boundaries are in place so all children know what is acceptable and what is not. Minor incidents are managed in a calm and sensitive manner, with staff giving explanations at a level that children understand. Older children are

supported to gain skills in negotiation so that they learn to resolve incidents independently and fairly. Staff teach children about keeping themselves safe through clear rules regarding moving around the nursery, and use of equipment which presents possible risks, such as the large climbing apparatus. Their learning is further enhanced through discussions about safe practices when they go on outings, such as safe walking procedures and rules for travelling on the mini-bus.

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

Comprehensive procedures are in place to promote children's safety and welfare. All staff have a secure understanding of their responsibilities relating to child protection. This is because they undertake related training as part of their induction, and this is routinely reinforced as part of regular support meetings. Robust practices relating to staff recruitment ensure there is an appropriately qualified staff team who are suitable to work with children. Staff undertake daily checks of their working areas prior to children's arrival, in order to ensure the premises are safe and good security measures are in place to restrict access into the building. Staff provide good levels of supervision. The management team meet each morning to ensure required ratios are maintained within each group room throughout the whole day, as staff and children arrive and leave. The two nursery managers and director oversee these arrangements and are available to provide support if and when needed. Within each room, staff deploy themselves well to ensure that children remain within sight and hearing as they move around their identified areas and access bathrooms.

Children's learning is monitored well through effective observation and assessments. Managers have devised a system which provides an overview of all children's progression, in order to identify any areas for development. Staff work closely with other professionals and external agencies in order to ensure that children with special educational needs and/or disabilities receive high levels of support. The nursery teacher has strong links with local schools and works with them closely to ensure that there is a smooth transition for children moving on. Staff provide many avenues to communicate with parents in order to ensure there is a regular two-way flow of information. Alongside the daily verbal exchanges, parents are sent letters confirming discussions about key events, such as when children will move rooms and who their new key person will be. As well as the central information board in the reception area, there are boards outside each group room containing a variety of information. This includes photographs of staff working in each room, lists of the names of each child's key person and displays of children's experiences on outings. The newly implemented parent mail system and information on the nursery website provide additional general information. This helps to ensure that parents are familiar with what their children are doing at nursery. There are effective opportunities for parents to share information with staff on an ongoing basis. Staff make themselves available for discussion when parents bring and collect their children, and there are white boards within each room for parents to record comments and a suggestion box in the main entrance foyer. Parents spoken to during the inspection speak very highly of the provision. They particularly commended the additional activities, such as French and swimming, and the excellent way that staff prepare the pre-school children for their move

to school.

The nursery owner continually strives for improvement. This is reflected in the recruitment of a training and development manager who supports the on-site manager in the day-to-day running of the nursery and takes a lead role in enhancing the skills of the staff team through training, mentoring and motivation. Effective self-evaluation takes into account the views of staff and parents. Children's ideas are valued and obtained through observations of the younger children and discussion with those who are able to voice their views and opinions. As a result, there is a clear action plan to drive the setting forward. High priority is given to managing the performance of the staff team. Staff are well supported, initially through effective induction processes and then through ongoing individual supervision and appraisal meetings. Each member of staff has a training and development plan, which ensures that they continue to build upon their existing skills and knowledge. Staff are actively encouraged to pursue higher and wider qualifications, such as team leading. The staff team are motivated and enthusiastic in their roles, and, as a result, create a happy, vibrant environment for children to learn and develop.

### **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>	EY311465
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	916981
<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>	218
<b>Number of children on roll</b>	92
<b>Name of provider</b>	Applegarth Day Nurseries Ltd
<b>Date of previous inspection</b>	17/09/2009
<b>Telephone number</b>	0115 9631296

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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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