

Apple Tree Day Care Nursery

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

Inspection date

21/08/2013

Previous inspection date

25/04/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 are very happy, confident and demonstrate they feel safe at the setting and there is an established key person system enabling staff to get to know children well.
- Children are reminded to be nice to their friends and are learning how to manage their behaviour effectively; staff constantly remind children about being kind to others.
- Safeguarding requirements are met well and as a result, children welfare is promoted effectively.
- Staff and management have made good progress in addressing the actions and recommendations from the last inspection, which has benefitted the children in their care.

It is not yet outstanding because

- Children are not able to wander independently between the inside and outside spaces, which means that children are only able to go outside when adults open the doors.
- Children are not encouraged to take an active part during mealtimes, as a result, mealtimes take a long time and some children get bored.

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 playrooms, dining room, and the garden areas.
- The inspector had discussions with owner/manger, the manager, staff, children and parents.
- The inspector undertook a joint observation with the owner/manager.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, policies and procedures.

Inspector

Hilary Tierney

Full Report

Information about the setting

Apple Tree Day Care Nursery opened in 1997 and is one of two settings that are privately owned. The nursery 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 8am 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, all of whom are in the early years age range. The nursery provides free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities. There are 21 members of staff, of which 19 hold an early year's qualification. Five staff members have achieved Early Years Professional Status and one has Qualified Teacher Status.

What the setting needs to do to improve further

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

- increase opportunities for children to be able to independently move and play between the inside and outside spaces
- review the organisation of mealtimes to improve children's all round learning experiences and understanding of how to behave.

Inspection judgements

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

Children are happy and settled in the welcoming environment. They take part in a good range of activities that cover all areas of learning and development. Children enjoy developing their creative skills, such as using recycled materials to make models. They are able to use scissors confidently. Both older and younger children are given opportunities to develop early writing skills, with pens, crayons and paper easily accessible. They are beginning to understand that making marks with writing tools has meaning. Children enjoy developing their imagination. For example, they have large pieces of wood which they pretend are guitars and they walk around pretending to play them. Children are able to count correctly and are beginning to understand that they can count items to extend this. Children are able to identify colours and shapes well.

Children have good interactions with staff. Younger children are given paints and enjoy being able to explore the textures as they paint the paper and their hands. Staff sit close by and speak to the children constantly about what the paint feels like and the colours they are using. This means that children are being supported well in their communication and language skills. The older children enjoy looking at books with staff and talk confidently about what comes next in the story. They learn about equality and diversity as the resources reflect positive images. Children are encouraged to learn about different cultures and countries that are relevant to the children attending. Staff ensure that younger children are beginning to understand about the importance of books, they read and look at books in the cosy book corner. Staff talk clearly to children about the pictures as they look at the books together.

Children are social and active learners and state they enjoy coming to the nursery. They learn about sharing and taking turns, through careful explanations from the staff. They are able to use the toilets independently and understand they need to wash their hands afterwards. Staff are careful to explain to younger children about sharing and use distraction well to diffuse any incidents quickly. Staff provide challenge for the younger children during activities. Staff collect a book from the nursery and shows it to a group of children. She asks children what the items are and gets children to find the item off the table. She talks at their level about what the items could be used for, such as, an umbrella for when it rains. This encourages children to think for themselves about what things are for and how they are used.

Children are being prepared for their next stages in their learning. For example, they are starting to link sounds to letters and they manage their self-care skills well, such as getting a drink when they need one. They are acquiring the skills, dispositions and attitudes to prepare them for their next stages of learning, such as starting school.

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

The nursery is welcoming and friendly. The children obviously enjoy being at the setting and in the company of the staff. Staff are calm, caring and affectionate towards the children, which results in positive relationships being formed between them. The younger children are developing positive attachments with their key person and staff know their children well. Staff have improved the key person system to ensure that staff take care of their key children's care needs effectively at all times. Children are able to sleep according to their individual needs. Children understand about keeping themselves safe through gently reminders from staff, for example, when children run around inside, the staff speak clearly to the children and ask them about why they need to be careful inside and what sort of feet they should be using. Children answer with walking feet.

Children learn about healthy lifestyles through discussion and healthy meals and snacks. Children understand about hand washing and why they need to do this before meals and after using the toilet. Most children eat together at lunchtime, which means this is a social time. However, staff do not use all available opportunities to develop children learning experiences by involving children in the preparation for lunch and snacks, for example,

they are not encouraged to help set the table or serve themselves. Children are expected to wait for the staff to serve their food and give them cutlery, which at times means some children get bored and start to get up and walk around. Staff do not take this opportunity to re-enforce the rules in readiness for school. Generally children are well behaved and understand the rules of the setting. They understand about saying sorry to their friends if they hurt them.

All children have access to an enclosed outside spaces. The younger children have their own areas and the older children are able to explore their own space. They are able to learn about planting and growing in their own vegetable garden. Although children are taken outside regularly they are not able to go out into the garden areas when they choose to. Staff do not leave the doors open to allow those who learn better outside easily access the outside areas. However, when children are outside they thoroughly enjoy themselves and are able to climb, run, and develop their physical development well.

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

The staff and management have a clear understanding of their responsibilities in meeting the safeguarding and welfare requirements. Detailed risk assessments and daily checks are in place, which help ensure that hazards are minimised around the nursery. The front door is secure and monitored closely by staff. A buzzer entry helps to prevent unauthorised people coming into the nursery and therefore to keep children safe. Robust recruitment, vetting, induction and appraisals processes are in place and ensure the ongoing suitability of staff. Staff ratios are maintained well. Since recent changes to develop the key person and buddy system a familiar face generally greets children when they come into the nursery. Staff are clear about safeguarding procedures and the policies and procedures to follow in the event of having any concerns about children in their care. Staff have continued to demonstrate their understanding of their responsibility in meeting the learning and development requirements for the Early Years Foundation Stage. They conduct detailed observations and assessments on the children, and along with information gained from parents they are able to clearly plan for children's next steps in their learning.

Good partnerships with parents are in place. They receive detailed information about the care provided, through newsletters, written policies, and display boards around the rooms. They receive verbal information about what their children have done that day. Staff who work with the younger children collect detailed information about each child and put this on a whiteboard in each room. This helps to ensure that staff are able to meet individual care needs. Parents spoken to comment about how happy they are with the nursery. They speak highly about the approachable staff and the progress their children are making. The sharing of information with other providers that children attend is detailed and used effectively to support children's ongoing learning and a cohesive approach to their learning.

Self-evaluation takes into account the views of parents and children. Recent changes

include putting out suggestion boxes in the baby unit for parents to share their ideas for improvements. Both the management and staff have worked extremely hard to address the actions set from the last inspection. They show great motivation to improve and develop the practice. A detailed action plan is in place with dates for completion. This demonstrates a clear commitment to drive improvements and the outcomes for all who use the nursery.

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

Unique reference number	EY240994
Local authority	North Somerset
Inspection number	928087
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	81
Number of children on roll	76
Name of provider	Apple Tree Day Care Nursery Ltd
Date of previous inspection	25/04/2013
Telephone number	01275 395295

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

