

# Apple Tree Pre School / Out of School Club

The Mobile - St Mary's C of E School, High Street, BURTON LATIMER, Northants, NN15 5RL

## Inspection date

12/09/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

## The quality and standards of the early years provision

### This provision is outstanding

- Children are treated as unique individuals in this dynamic pre-school and out of school club. They thoroughly enjoy the gentle and highly encouraging involvement from the staff in their play.
- Children benefit greatly from the thought and care put into the planning of activities. The staff take full account of children's ideas and suggestions and plan in a very innovative way that promotes their curiosity and learning.
- Children are inspired by the highly stimulating environment that clearly shows the seven areas of learning. They can choose what they want to do and thoroughly enjoy helping themselves to the resources and art and craft materials.
- The excellent partnership working with the local school, the children's centre and with each child's parents is significant in ensuring that all children's needs are met and that they have consistent and smooth transitions between home, the pre-school and out of school club and other providers of the Early Years Foundation Stage.
- The ongoing pursuit of excellence and the commitment of the owner and the staff team to providing a safe environment where children's unique needs are managed exceptionally well ensures a high quality experience for all the children attending.

## 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 playroom and in the outside play area.
- The inspector spoke with the children throughout the inspection.
- The inspector held meetings with the owner of the provision and with two members of staff.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability of practitioners working with the children, the provider's self-evaluation form and action plans.
- The inspector took account of the views of parents who were spoken to on the day of inspection.

## Inspector

Melanie Eastwell

## Full Report

### Information about the setting

Apple Tree Pre-school was established in 2012, the Out of School Club was established in 2011 and both re-registered as part of a limited company in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They are situated in premises in the grounds of St. Mary's Church of England Primary Academy, in Burton Latimer, Northamptonshire and are managed by Apple Tree Day Nurseries Ltd. The pre-school and out of school club serve the local area. There are steps up to the main entrance and there is an enclosed area available for outdoor play.

The pre-school and out of school club employs six members of childcare staff. All hold early years qualifications at level 3, including one who has a foundation degree. The pre-school is open Monday to Friday during term time with sessions between 9am and 3pm. The out of school club opens Monday to Friday all year round. Sessions are from 8am until 9am and 3.15pm until 6pm during term times and during school holidays from 8am until 6pm. Children attend for a variety of sessions. There are currently 29 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of 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:

- extend even further, the excellent opportunities for the children to be involved in the self-evaluation, for example, by creating a book that contains their comments and drawings about their pre-school and out of school club.

## Inspection judgements

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

Children are provided with an extensive range of high quality activities that meet their individual needs at this pre-school and out of school club. The staff team are skilled and experienced and they get to know the children very well. This rapid development of knowledge of each child, their interests and unique learning styles ensures they have access to outstanding activities and play opportunities. The great range of activities and experiences along with the support from the staff for the children to work together, to share and consider others ensures they are very well-prepared for the eventual move onto

school. Children's early literacy is very well-enabled by the staff. For example, they select books for the staff to read. One of the books has a set of finger puppets to go with the different rhymes. The children use the puppets and join in with the member of staff who encourages them to sing the rhyme, offering help when they need it. The sensitive involvement from the member of staff promotes children's recollection of the rhymes and they smile together, going on to choose more puppets to use as props.

The planning of activities is led by the children. Their interests and suggestions are fully valued and included in the planning. Each day the staff talk with the children about what they have done and enjoyed. Any ideas they have or if they ask for activities to be available again are noted on the following day's planning. For example, there is extensive building work going on adjacent to the pre-school and out of school club premises. The children have taken a keen interest in the progress of the work and this has been used as a theme for discussions, artwork and play activities for its duration. Children enjoy going onto the playing field to watch the construction vehicles at work. This leads on to lots of lively discussion in the group and is followed up through a drawing activity and play materials set out in a large shallow tray with sand, compost and bark chippings included. The children talk with the staff and between themselves about the work going on using very descriptive and mathematical language. This linking together of activities by the staff and their genuine interest consolidates children's learning and their early literacy and numeracy skills. Consequently, children are learning valuable skills in the prime areas which ensure that they are well-prepared for school and their future learning.

Staff constantly seek detailed information from parents about their interests and achievements at home. This involvement from parents is fully valued and is used to help the key person identify individual starting points. Observations are recorded regularly by all staff and these are collated by the key persons for their key children. Each month a detailed observation is carried out which includes information about the child's involvement, interaction with others and their well-being. The evaluations made of this information helps to ensure that each child's needs are met and that any required support can be provided. The rapid progress each child makes is clearly evident in their individual record books. These contain observations, photographs and samples of their work that are linked to the relevant areas of learning. The key person uses the information gathered from the observations to identify appropriate next steps in learning and these are recorded on the planning sheets. Children aged between two and three years have a progress summary recorded along the same format as the termly summary that each key person records for their key children. This clearly shows the excellent progress they are making and identifies their individual next steps. Children who have special educational needs and/or disabilities are fully included into the pre-school and out of school club. The key person works very closely with their parents and with any other agencies involved with them to ensure their inclusion is complete. The key person keeps a box of 'tools', such as games, toys and books to support children's learning around specific areas and this is used regularly with children on a one to one basis as required. Children who speak English as an additional language are equally well supported to be successfully included in the provision. The key person works closely with parents, taking care to ensure they fully understand what happens at the pre-school and the out of school club. There is a wealth of dual language labels around the room that promote children's developing English while valuing their home language and their bilingualism.

Children particularly enjoy being able to choose when they play outside. They get excited when the staff inform them that the garden is available and they make the most of the creative way the staff provide the activities. For example, they snuggle up together in the tent, looking at books together, giggling and talking to each other. This togetherness, develops friendships where older children show the younger ones pictures in the books and they giggle together. Children are learning about the natural world. They are particularly interested in the chickens. They watch them scratching around and look at the photographs with their names on, talking to a member of staff about how to identify which one is which. Later they go to collect the eggs that have been laid.

Some children become fascinated by the 'Daddy long legs' insects that they find clinging to an adjacent building. The staff talk to them about being gentle and careful, encouraging them to just touch them and watch how they fly to another spot on the wall. Some are more confident to touch them than others and they work together to make a 'trap' from a tunnel that is in the garden to see how many insects there are. The staff team are all very skilled in knowing when to get involved and when to just be close by, providing encouragement and reassurance and this enables children to think for themselves and to solve problems. For example, an activity involving guttering and water engages a small group of children who are enthusiastic in filling up the container of their choice before pouring the water down the guttering. A member of staff supervises this activity, she also shows curiosity alongside the children, talking to them about what they think might happen. One of the children decides to turn the guttering upwards slightly, when they pour water down the tilt prevents it from gushing over. The member of staff praises the child and comments on how well they thought about the problem and the child beams at her with pride for their achievement. This shared thinking encourages the children to consider ways of stopping the water gushing over the edge and onto the grass and contributes to children's growing confidence and self-esteem.

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

Children are extremely well-supported in their well-being and care. The high adult to child ratio means that when children start attending they are helped to separate from their parents and to develop trust with the staff on an individual basis. The staff work very closely with parents so that any relevant information specific to children's unique needs is shared. This promotes their feelings of well-being and security. The children quickly develop positive relationships and attachments to the staff. For example, they are confident to choose their own activities and to move between the inside and outside play areas. They talk to the staff and approach them for comfort and reassurance as they need it. The staff are very sensitive and understanding of the children's needs. They acknowledge their feelings when they are upset and use skilled distraction strategies to help children settle. The pre-school and out of school club has an excellent partnership with the local school. The pre-school children go for visits to the school for seasonal events, such as harvest festival and Christmas celebrations. The children share adjacent outside play areas. This means that their brothers and sisters can come over to say hello during outside play. Children attending the school also attend the out of school club and

they are taken to, and collected from the school by the staff. This close partnership work, ensures a consistent approach and promotes a smooth transition for children.

Children behave very well. This is because they are provided with such a great range of stimulating and fun things to do which prevents behaviour issues arising. The staff team are very consistent and clear in their expectations for behaviour and they have involved the children in devising their own ground rules that are displayed alongside pictures in the room. Children respond very positively to the staff when they do have to gently remind them to be careful or to think of others during their play. The daily opportunities for children to choose whether they play outside along with a wide range of other activities in the fresh air promotes children's awareness of the benefits of a healthy lifestyle. They are able to use the school playing field and fixed equipment to develop their physical skills. The staff take them on regular walks and outings around the town to local parks, shops and the cafe. The pre-school and out of school club has an allotment where they grow a variety of plants and vegetables. The children get enthusiastically involved in digging, planting seeds and the care of the growing plants before harvesting them and having them to eat. Children are provided with a variety of snacks which include fruit and vegetables as well as toast and scrambled eggs, from their own chickens. Packed lunches are provided by parents who are advised by the staff about healthy choices to include. The children are learning about managing their own personal hygiene. They eagerly wash their hands before eating and cooking activities. They are supported to be independent in the bathroom. The staff ensure that children in nappies who require changing are cared for with privacy and dignity. The caring nature of the staff team is significant in promoting children's feelings of well-being in this pre-school and out of school club.

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

The owner of the pre-school and out of school club is completely committed to ensuring the safety, care and development of the children. She believes strongly that a high adult to child ratio unreservedly supports each child to reach their full potential. She works extremely closely with her staff team, supporting them in all aspects of their duties and she knows all of the children and their parents as individuals. Robust recruitment procedures, staff supervision and appraisals, ensure their ongoing suitability and the identification of any training needs. The owner has a strong background in training and she delivers targeted sessions for the whole staff team as well as providing them with her complete support to complete further professional qualifications.

The owner and staff team demonstrate a full and in depth understanding of the safeguarding and welfare requirements and give children's safety their highest priority. The risk assessments for the pre-school and out of school club are detailed, reviewed regularly and they respond positively to any changes, such as the ongoing building work. For example, to continue to facilitate the free choice between inside and outside play one member of staff supervises the steps to the building and ensures that no one goes around the back of the building unsupervised even though the gate is secured with a padlock. The owner considers the optimum ways of managing all situations that arise so that all

children's needs can be met, that the risks are identified and minimised if necessary. For example, the children in the out of school club suggested a sewing activity. One member of staff has a play work qualification and these principles have been included within the whole provision. The risks of activities are identified and weighed up against the benefits to the children. Activities are modified if necessary to ensure the children can take part in a safe way. All staff attend regularly updated core training including safeguarding, first aid and food hygiene and this contributes to the ongoing, high quality practices within this provision.

All the staff are experienced and qualified. They demonstrate a strong understanding of the learning and development requirements of the Early Years Foundation Stage and they are successful in implementing this for each of their key children. They fully recognise the value of working closely with the children's parents. The staff have diverse backgrounds and they all bring their individual skills to the pre-school and out of school club. Children make rapid progress in their learning and development because the staff provide them with very effective support. They are encouraged and enabled to consider their own play and to make their own decisions. Their input into the planning means that the activities provided are pitched correctly with sufficient challenge. The owner of the provision has devised highly effective procedures to monitor the educational programmes and to identify any gaps or differentiation in the assessment of children's progress. This enables her to show detailed records of how the training she provides is precisely targeted to address issues that arise. In turn, this monitoring means that children are extremely well-supported in their learning and those who may require extra support are identified.

The owner and the staff team have developed a culture of reflection and evaluation of their provision that is fully part of their daily activity. Their forward thinking and wide ranging considerations of their practice ensures that they continue to respond to the needs of the children and their families. The very well-targeted plans for the ongoing improvement of the pre-school and out of school club stem from the regular staff meetings, daily discussions and from the careful and thorough monitoring the owner completes each term. The views of the parents are valued and taken into account and the staff team continue to develop ways of engaging parents in their children's learning and progress. For example, the daily feedback sheets have recently been amended to link the children's activities to the relevant areas of learning. Parents have access to a 'key' that is displayed in the entrance hall and this informs them about the purpose and learning opportunities provided by all the activities their child has enjoyed during the day. Each child is spoken to on a daily basis about what they have enjoyed and their suggestions are included in the planning of activities or on the 'dreams' list where they can put their suggestions and comments. However, there is further scope to extend the children's involvement in the self-evaluation process for the provision. The staff team work exceptionally well, with the committed support from the owner of the provision and this ensures that all children receive a very high quality experience and that their safety and well-being is given high priority.

### **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>	EY460728
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	907691
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Apple Tree Day Nurseries (Burton Latimer) Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01536 420988

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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.

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.

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