

Apple Tree Day Care Nursery

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

Inspection date

05/12/2013

Previous inspection date

21/08/2013

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

- Staff offer a warm and welcoming environment for children and their families.
- The key person system supports children to build secure relationships.
- All children are making good progress and staff show a secure understanding of meeting their individual learning needs.
- Staff plan and provide challenging learning experiences for babies and children using high quality accessible resources and equipment.
- Management actively strive and pursue self improvement and suitable action plans show they are working collectively as a team to drive the nursery forward.

It is not yet outstanding because

- Daily records about children's personal care needs are not always consistently shared with parents, which results in them not receiving detailed information about their child's care routine.

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 play rooms including the diner area.
- The inspector held a joint meeting with the director and manager of the nursery.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and sampled children's assessment records.
- The inspector took account of the views of the parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.

Inspector

Shahnaz Scully

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 three 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 8 am to 6 pm. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 81 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 these 19 hold an early years qualification. Four staff members have achieved early years professional status and two have 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:

- take care in accurately and promptly sharing information with parents and carers relating to their child's personal care needs.

Inspection judgements

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

Staff help babies and children make good progress in all areas of learning and development because they have a secure understanding of how to promote children's learning. Staff establish children's starting points by gathering information in their learning journals taken from parents and through observations. Planning is consistent and is built upon children's individual needs and interests, including those with additional needs. Staff assess what children know and can do using ongoing observations. They have a secure understanding on how use this information taken from assessments, to plan children's next steps. The key person complete progress checks for two-year-olds and review them with parents. Staff continually monitor children's progress and as a result, any gaps in learning are swiftly closing.

Staff provide a good range of indoor and outdoor activities for babies and children to use. Children show an increased sense of independence as they progress from the baby unit through to toddlers and then onto pre-school room. Children have fun exploring their environment and taking part in planned activities as well as creating their own play. Staff interact effectively with babies and children according to their age and level of understanding. Consequently, babies learn to communicate their needs to adults using

non-verbal gestures and staff respond warmly to them. Staff actively model language by repeating words and use appropriate questioning to encourage children to think and develop their own ideas. Staff use sign language to communicate with babies and children, signing words such as 'thank you' and 'more please.' As a result, babies and children are increasingly developing their skills in communicating with others and learning new words.

Throughout the day, adults work closely with individual and small groups of children to help foster their learning. For example, staff promote children's interest in books from a very young age. Consequently, babies show an interest in handling a variety of books of different texture and enjoy learning through using all of their senses. Staff give children time to talk and respond to questions during storytelling. Children make good links between books they have read and can recall information about the author. These story sessions provide a rich learning experience for all children. Adults make the story time exciting and fun for the children. They use different reading voices and will change their tone for different characters and use repetitive phrases to encourage children to join in. This helps to capture the children's imagination and keep them focused.

Children have access to a large chalk board within each room and staff encourage children to practise making marks at an early age. Consequently, children develop their pre-writing skills using correct pencil control. Staff teach children about letters and sounds through attractive displays and posters at their eye-level and by enabling them to recognise their names. Staff extend children's mathematical learning through routine activities such as counting cutlery and cups during meal times as well as recognising colours and shapes in their environment. Children learn in a fun and stimulating way because staff provide challenging experiences.

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

Staff establish caring and respectful relationships with all families and therefore children are happy to come to nursery. Good arrangement for settling-in, mean that children and their families are given opportunities to visit the setting until parents feel certain their child is happy. Each child is assigned a key person and babies and children build strong relationships with staff. The key person role is well established and babies and children's individual care needs are met. For example, the key person works closely with parents to address every child's care and welfare needs. They discuss children's toileting routines, favourite comfort items and their preferred sleep patterns. Staff encourage older children to manage their own self-care needs and as they progress through to the next base room. Staff use daily record sheets and display boards in the rooms to monitor babies and younger children's personal care needs and requirements. For example, babies are changed regularly to keep them comfortable. However, information is not always fully documented, which results in some parents not receiving comprehensive details about their child's daily routine.

Adults listen attentively to children and frequently offer praise and words of encouragement throughout the day. This helps babies and children to develop their self-

confidence and motivate them to explore further and learn. Staff use low-level storage trays for activities and equipment, and encourage children to select their own toys. Children are familiar with the routine and gain a good understanding of staff what expect of them. They benefit from sharing good quality resources and play alongside each other. They show a willingness to listen to adults and take on responsibility such as tidying up their toys.

Adults effectively promote children's health and physical well-being. Throughout the day, children have sufficient healthy and nutritional meals and snacks. Any specific dietary needs are met. Meal times are a social time for children as they engage in meaningful conversations with their friends and with adults, which helps to develop their social skills. The nursery provides a gym area for children to promote their physical development and enables them to practise large movements. The outdoor area offers a range of activities that promote their skills in balancing and climbing. Staff have enabled children to grow strawberries and carrots over the summer, to help them learn to plant and care for living things. Planned outings to the zoo and aquarium give children a chance to experience hands-on learning while also being introduced to new environments.

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

Arrangements for safeguarding children are secure because staff have a secure knowledge and understanding of child protection issues. The director and manager are the nominated individual with responsibility for safeguarding. They have both completed relevant training and demonstrate a secure understanding of their responsibilities. The whole staff team regularly review the safeguarding policies and procedures and management provide ongoing guidance and training. For example, the manager has recently produced a safeguarding training pack for all staff, which includes a range of interactive quizzes and written assessments. The manager comments that the aim is to test and strengthen staff's knowledge on meeting the safeguarding and welfare requirements. Daily and yearly risk assessments checks cover all areas used by children and staff. The manager oversees daily safety checks and any potential hazards are removed to protect children from harm. Staff deployment is managed well to ensure that correct staffing ratios are maintained at all times. Staff shift patterns mean that they start work early enough to ensure they are always ready to greet those children that arrive for breakfast. Recruitment procedures are thorough which include checking the suitability of staff to work with children. In light of recent staff changes, management has appointed three strong room leaders in each base room to lead and support staff in maintaining good practice.

The management and staff have a strong and secure understanding of children's learning and development. The quality of the teaching is consistently good. The management periodically sample children's learning journals to identify any issues or concerns. They meet with staff regularly to discuss children's progress and offer continuous support. Monthly staff supervisions and annual appraisals are in place to reflect upon staff performance and identify areas for future development. Staff attend regular courses run by North Somerset Council including recent training on improvement planning and

assessment. Management recognise the benefits of highly skilled and qualified team. They currently employ a number of graduate level staff including those who have achieved early years professional status to provide a good quality learning experience for all children.

Management work closely with staff to evaluate the nursery provision and to reflect on ways to improve further. The staff have effectively addressed the actions from previous Ofsted visits and are working successfully towards recommendations. For example, one the day of the inspection, staff held a planned fundraising cake sale to raise money for improving the provision continuous outdoor play for children. The manager has also run a staff competition to gain ideas on how to improve the organisation of meal times, and changes are beginning to take shape.

Management work closely with other local providers and regularly attend cluster meetings at their local children's centre. There are effective systems to share information with outside professionals, to support children with additional needs. Partnerships with parents are good and a range of information is available for parents about the nursery. For example, they are kept up to date about current events through newsletters, hold open days and fundraising events. Parents are respected and valued by all staff. A comment box is provided in each room to encourage parents to share their thoughts and ideas. Parents are complimentary about the nursery provision. They comment that the 'care is consistent' and 'everyone is friendly.'

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	945124
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	81
Number of children on roll	85
Name of provider	Apple Tree Day Care Nursery Ltd
Date of previous inspection	21/08/2013
Telephone number	01275 395295

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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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