

Apple Trees Nursery

Waters Upton Hall, Waters Upton, TELFORD, Shropshire, TF6 6NP

Inspection date

17/01/2014

Previous inspection date

13/11/2009

The quality and standards of the early years provision

This inspection:

3

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 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision requires improvement

- Children appear happy and secure as they form close relationships with staff and each other. This promotes children's emotional well-being and enables them to settle well into the setting.
- Staff complete regular and detailed observations of children and use these effectively to plan suitably challenging activities. As a result, children make good progress in their learning and development.
- The quality of teaching is generally good as staff skilfully question children to encourage their thinking and support their communication and language skills.

It is not yet good because

- Risk assessment is not always effective in ensuring that children's safety is always given the highest priority as staff have failed to take effective action to address risks identified with regard to accessing the outdoor area.
- The progress check at age two does not include activities or strategies staff intend to adopt to address any issues or concerns; or provide parents with a summary of how this can be used to support learning at home.
- The outdoor area requires improvement to provide interest and stimulation for children and allow them to assess all equipment, so that they can be independent, active learners.

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.

Inspection activities

- The inspector observed play and learning activities and spoke to staff and children in the indoor and outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a selection of children's assessment files and progress tracking information and spoke to the key person.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector carried out a meeting with the manager and looked at and discussed a range of policies and procedures.

Inspector

Kerry Wallace

Full report

Information about the setting

Apple Trees Nursery opened in 2004 and is privately owned. It operates from a village hall in Waters Upton near Telford. The nursery serves the immediate locality and also the surrounding areas. The nursery opens Monday, Tuesday, Wednesday and Friday from 9.30am to 1.15pm during term times.

The children are cared for in the large hall and have access to an enclosed outdoor play area. There are currently 11 children in the early years age range attending. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are two members of staff working with the children, all of whom have appropriate early years qualifications at level 3. The nursery receives support from the local authority. It is registered on the Early Years Register.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- take all necessary steps to remove or minimise risks to children's safety, this particularly relates to the security of the garden area
- ensure the progress check at age two contains details of activities or strategies that are intended to be used to meet children's identified needs and how these can be used to support learning at home.

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

- improve the quality of the outdoor provision to provide interest and challenge for children, in particular, by considering how equipment can be made more easily accessible to children.

Inspection judgements

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

The quality of teaching across the setting is good. Staff are skilled at delivering activities that promote children's learning effectively. For example, staff prepare children well by explaining the activity and discuss what children already know. This means that the links are made at the start, ensuring children can recall and build on previous learning. For example, children are encouraged to make a rainbow out of resources in the room and talk about what is needed for a rainbow to appear and delight in standing under raindrops

they have made. Staff listen patiently to what children say and extend their learning by asking questions that encourage further contribution. For instance, staff skilfully introduce number sequences to children during make believe telephone conversations with staff.

Parents are happy with information received and the progress their children make and comment on how well children settle at the setting. Staff support and engage all parents in their children's learning, ensuring they are kept fully informed of their children's progress; this includes the progress check at age two, which clearly identifies children's next steps in learning. However, to fully meet the requirements in the Statutory framework, this needs to include how staff will target children's next steps in learning and to provide parents with suggested activities to support learning and development at home.

Educational programmes offer interest and challenge across all seven areas of learning and include trips to support and extend children's learning. For example, when looking at 'space' as a topic, children benefit from an outing where they are able to experience a simulated flight. Children benefit from weekly French lessons and regular phonics activities to support their learning and development. Staff have detailed systems in place to observe and carry out assessments of children's achievements and use them to plan for children's next steps in their learning and development. This means children make good progress and any gaps in their learning are clearly identified and targeted so that they move onto the next stage of their education with a wide range of skills.

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

Children are happy and content to be in this setting. Care practices are good because staff appear well established in their roles, enabling children to form secure and happy relationships, promoting their emotional well-being and independence. Children enjoy snack times and are encouraged to wash their hands before eating slices of apple, which promotes personal hygiene. Children's independence and confidence is fostered by encouraging them to select and pour their own drinks. Children benefit from regular outdoor play. However, the outdoor environment is not as stimulating as the indoors. For example, there is a bird station for feeding birds but no feeders on to attract birds; a slide is placed up against the fence, which prevents children from accessing it. This does not encourage children to engage in physical activities.

Staff interact well with children and listen to what they say. Therefore, children feel valued and form strong relationships with staff to whom they go to when they need support. For example, they approach staff if they are uneasy about anything or need help. This demonstrates that children feel safe and secure in the care of adults and their key persons. Children behave well together and sort out any disputes amongst themselves. Staff are good role models and re-enforce good manners to children. This helps to promote children's emotional well-being.

Staff foster good relationships with local schools and invite Reception teachers to come into their setting to get to know children. Staff have organised play days at the local school for children to attend, which means children become familiar with teachers. This ensures that the transition to school is made easier for the children.

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

All actions set at the last inspection have been addressed in full and demonstrate the commitment the staff have to improving practice in the setting. Detailed risk assessments are carried out throughout the setting. However, staff have not ensured that all necessary steps have been taken to minimise the risk to children's safety in the outdoor area. For example, access to the garden area is not secure; the area between the door and the entrance to the garden is not secure which means children could gain access to the back of building which leads to the car park, which is not enclosed. Staff are aware of this and explain that children are always supervised when moving to the outdoor area. However, there are further measures which can be taken to minimise this risk even further.

All staff have completed relevant safeguarding training and have a good understanding of their child protection responsibilities. Adequate recruitment procedures ensure adults are suitable to work with children and staff are clear about their roles in the setting. Staff have acted upon actions set in their self-evaluation form by providing additional resources to address the area of information and communication technology. Children now enjoy using age appropriate computer software and printing out their own pictures. This means that staff are responsive to the needs of the setting. The provider has a very good understanding of the learning and development requirements and as a result, monitors the educational programme and children's progress in a timely and effective manner.

Parents are happy with the progress their children make and praise staff for their commitment in settling children into the setting. Daily diaries are used to inform parents of activities and individual achievements. Staff ensure parents are regularly invited to participate in organised events, for example, during Harvest Festival and the Christmas nativity. This means partnerships with parents are promoted. Staff understand the importance of working in partnership with others in order to promote continuity of learning for children.

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	EY397103
Local authority	Telford & Wrekin
Inspection number	859848
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	11
Name of provider	Judith Ann Bishop
Date of previous inspection	13/11/2009
Telephone number	07713 155 822

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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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M1 2WD

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