

Apple Tree Day Nursery

Spring Lane, Larkhall, Bath, Bath & NE Somerset, BA1 6NY

Inspection date	18/02/2014
Previous inspection date	21/03/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 play in an environment where they can easily choose their play for themselves from a wide range of stimulating and interesting resources.
- Staff know children well and are able to recognise when children need challenge or support.
- Staff are consistent in their approach to behaviour management which promotes children's positive behaviour.
- Staff develop good partnerships with parents and other settings. This ensures that information about children and their next steps are shared regularly to support their learning.
- Safeguarding requirements are met well which means that children's well-being is supported effectively.

It is not yet outstanding because

- Staff do not consistently extend children's understanding of words and their meaning, for example during stories, to support children's developing literacy skills.

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 three of the playrooms and the outside area.
- The inspector had discussions with the manager, members of staff, the special educational needs coordinator and parents.
- The inspector undertook a joint observation with the manager.
- The inspector checked the evidence of suitability and qualifications of practitioners working with the children, the provider's self-evaluation and improvement plan.
- The inspector also sampled a range of documentation including children's records, safeguarding procedures and risk assessments.

Inspector

Hannah Hornig

Full report

Information about the setting

Apple Tree Day Nursery registered in 2002 and operates from a purpose-built building in Larkhall, Bath. Children are cared for in four separate age group rooms and have access to an enclosed outdoor play area. Access to the younger babies room is on the first floor via a set of stairs. The nursery is situated in a residential area of Bath and is open each weekday from 8am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery receives funding for the provision of free early education for children aged three and four years. There are currently 56 children on roll, all of whom are in the early years age range. The nursery supports children with special educational needs and/or disabilities and those children who speak English as an additional language. There are 17 members of staff, 16 of whom are qualified to National Vocational Qualification level 2 or 3 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:

- extend staff teaching techniques to enhance children's language and literacy skills further, for example by ensuring staff consistently explain the meaning of new words to children during story sessions.

Inspection judgements

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

Children really enjoy their time and have fun at the setting. They run happily into the room when they arrive to greet their friends. A balance of child-led and adult-led activities are carefully planned, based on what children already know and are interested in. All seven areas of learning are covered well. Consequently children are making good progress in their learning and development.

Staff speak clearly and consistently with the children. They crouch down low and look directly at them to ensure that they make eye contact. This promotes children's communication and language development well. They repeat words so that children learn new vocabulary. Children who are learning English as an additional language, children with special educational needs and babies learning new vocabulary are all provided with visual signs and picture cards to communicate their needs and interests. All children have easy access to a range of quality role play resources, puppets and books which promote diversity and a passion for learning. For example, a younger child enjoys repeatedly sharing a book about children around the world and staff support this interest. Children read their names at registration and stories with their friends and the staff. Following a

group led story about a princess an older child shows a friend a book and says 'Once upon a time there was a very pretty princess who lived in a castle'. The setting places a strong emphasis on sharing books and stories. However staff do not consistently support children's understanding of literacy when reading stories aloud. For example when staff read a poem about 'a crab walking sideways' and a story about a 'creaking door' they do not explain what these words mean. Consequently children's understanding of literacy is not extended as fully as possible. Staff encourage children's early writing skills both inside and outside and children have access to a wide range of mark making materials. Babies make marks with paint and chalk and older children are encouraged to explain what their marks mean. By the time the children are in the pre-school room they confidently draw pictures and write their names for self-registration. This shows they are developing the skills they need for their future learning.

Staff help children develop their personal, social and emotional skills through good role modelling. They encourage children to share and take turns with the toys. They tell children not to splash each other with the water because 'we do not want our friends to get wet'. Staff explain to children how they should work together to build a tall tower from cups. They encourage them to think about how they can solve a problem to make a really tall tower from large cardboard and plastic tubes. In this way children develop their critical thinking skills during their exploration and play.

Children develop their physical skills as they are able to kick footballs, dig in the soil and sand and pedal the tricycles around outside. Younger children are challenged with activities in a problem solving box that promotes their small finger muscles. All children take part in mathematical activities. Staff use language such as heavy and light when the children try to move and carry a large bucket filled with interestingly filled water bottles used for sensory play. Staff count the children as they line up to go inside and this reinforces their understanding of numbers. When a child exclaims 'I'm not 2', when they are counted in the line, staff use this as a learning opportunity to teach the meaning of the word 'first, second and third'. This extends the children's understanding of ordinal number.

Children enjoy exploring the world around them. They take great delight listening to the different sounds of bells hanging on ribbons in the garden when they pull and jiggle them. Staff discuss whether sounds are loud or quiet. They observe the changes in the apple tree in the garden and grow their own vegetables to be cooked for their lunch. The setting has recently introduced Chinese as the language of the month. This shows children differences and similarities between languages as staff teach children to learn some Chinese words. Children are acquiring the skills, attitudes and dispositions they need to help them prepare for their next stages in learning or school.

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

Children are confident with each other and the staff. Younger children have close bonds with their key person, which enables them to settle quickly and grow in confidence. Children approach their key person for a reassuring cuddle if they are worried about

something. Children play in a calm and caring environment where they are able to access resources independently. Younger children explore a play tunnel by crawling in and out of it. Staff help children to understand the world around them through providing 'sensory' baskets filled with natural objects with different textures. Babies have a range of noise making instruments to explore and mirrors to crawl up to and gaze at their reflections. The younger children regularly visit the next age group room which helps when they move up to this room. Key persons work closely together with parents to ensure that changes in children's development are well supported. Parents say 'staff are helpful in implementing changes to their child's routine when they suggest it'. The pre-school children are confident and have a sense of belonging at the setting.

Staff teach children about healthy lifestyles. They provide water outside and encourage children to drink when they are thirsty. They remind children to wash their hands with soap after using the toilet and before eating. Children gain a sense of responsibility as they help to clean and lay the tables before lunchtime. During mealtimes staff sit with the children as they eat. Children choose milk or water to drink from jugs that are filled with just the right amount to allow them to pour their drinks independently. Children serve themselves from large serving bowls. They know to put two scoops of yoghurt in their bowl. Pre-school children wait until all the children have served themselves before they start to eat. Staff encourage all the children to try different foods and remind them to blow on their cheesy potato pie when it is too hot. Children clear away their plates and cutlery when they have finished eating. The younger children place their plates in washing up bowls and empty their cups down the sink.

Children are well behaved and understand the rules and routines of the setting. They know that during quiet time after lunch they should not play with the garage and cars because it is too noisy. Staff remind children that they need to share the trains when another child tries to join in a game.

Children are able to take reasonable risks, relevant to their age and stage of development. For example, the younger children are encouraged to use a small stool to enable them to reach up high to place a toy train on top of a tower. They balance on the stool unaided and excitedly exclaim 'Woooah it's big!' when they can reach the top. Accidents which occur at the setting are promptly recorded by staff and shared with parents when children are collected. Children learn to keep themselves safe as they are reminded not to throw objects and run inside in case they bump themselves.

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

The provider demonstrates a good understanding about their responsibilities in meeting the safeguarding and welfare requirements. They have good procedures for checking that staff are suitable to work with the children. Staff are clear about what they need to disclose to their manager regarding their suitability to work with children. There are effective procedures for the recruitment, induction and supervision of staff which ensures that they work well as a team. The staff team contribute to the evaluation of their practice

and improvements that they would like to make. Staff demonstrate a good understanding about safeguarding procedures. They are clear about what to do if they are concerned about a child in their care. Both staff and the manager carry out detailed risk assessments on a regular basis and this ensures that the environment is safe for the children.

The provider and staff demonstrate a clear understanding about their responsibilities in meeting the learning and development requirements. They complete progress checks for two-year-old children and access further support for children with identified needs when required. Staff demonstrate that they know their key children well.

There are strong relationships with the parents. Parents of babies receive written information about their child's day. Parents of older children receive detailed, verbal feedback. In addition parents attend meetings three times a year and receive a written progress report. Staff regularly send home children's identified next steps in learning on slips of paper with ideas to help parents support their children's development. This has recently started to include achievement certificates to celebrate when children's next steps have been met. This approach has been really well received by parents. Information is provided for parents on notice and display boards around the setting. Parents are able to contribute to improvements as their views are sought annually. Partnerships with other settings are developing well. Staff regularly share information about children's next steps with other settings that children attend, including nurseries and registered childminders. These systems ensure that all adults are able to contribute to children's learning and development.

All of the staff are committed and dedicated to provide good quality childcare. They support each other well as a team. The views of the staff are included in the setting's improvement plans. It is clear that all the staff are extremely proud of what they do to ensure that all children make progress and enjoy their learning experiences. This demonstrates that the nursery team have a strong commitment to driving continuous improvement. Parents state 'we have always been thrilled because our children are happy. The staff are very good with the children. They couldn't be more helpful'. This shows that there are good partnerships with parents and staff work with them to promote a cohesive approach to children's learning.

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	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	EY304453
Local authority	Bath & NE Somerset
Inspection number	928931
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	44
Number of children on roll	56
Name of provider	Apple Tree Day Nursery Ltd
Date of previous inspection	21/03/2013
Telephone number	01225 318744

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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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