

The Apple Tree Private Day Nursery

Brook Street, OLDHAM, OL9 0HW

Inspection date	06/03/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	Not Applicable
How well the early years provision meets the needs of the range of children who attend		3
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

- Practitioners help to extend the children's learning through good quality interactions. Children have formed close bonds and attachments with practitioners and children willingly approach them for support or reassurance when they feel the need to.
- Leaders and managers demonstrate a clear intention to drive forward improvements to the nursery and they obtain parents' views to support this.
- Relationships with parents are well established. They are happy with the care that their children receive and say their children enjoy attending the setting.

It is not yet good because

- Leaders and managers do not have a secure enough knowledge of safeguarding procedures to provide support, advice and guidance to other staff when needed.
- Practitioners do not use children's interests to plan purposeful activities to aid further progress and development. Some practitioners do not effectively make assessments of the children's progress, consequently, opportunities are missed to extend their learning.
- Self-evaluation is not yet fully effective in focusing on key areas of practice that will raise the overall quality of practice and the level of children's achievements.

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 compulsory part 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 three playrooms.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's improvement plan.
- The inspector took account the views of parents and carers spoken to on the day.

Inspector

Alex Baxter

Full report

Information about the setting

The Apple Tree Private Day Nursery was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the Chadderton area of Oldham, in a single storey unit within its own grounds and previously operated as Victoria Brook Childcare Centre. It is one of two nurseries owned and operated by The Apple Tree Private Day Nursery Ltd. The nursery serves the local area and is accessible to all children aged from 12 months. It operates from three main playrooms and there is a fully enclosed area available for outdoor play. The nursery opens Monday to Friday all year round, except for a week at Christmas and public holidays. Sessions are from 7.45am until 5pm. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. There are eight members of childcare staff all of whom hold early years qualifications at level 3.

What the setting needs to do to improve further

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

- ensure leaders and managers have up-to-date knowledge of safeguarding procedures to follow in the event of any concerns about a child and can provide appropriate and accurate support, advice and guidance to other staff when required
- ensure staff consistently use information about children's interests and what they need to learn next to plan activities that fully match and support children's learning and development needs and that assessments of learning are consistently clear and accurate.

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

- use self-evaluation more effectively to drive improvement by focusing more accurately on key aspects of practice, such as teaching, learning and safeguarding, in order to raise the overall quality of practice and the outcomes for children.

Inspection judgements

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

The quality of teaching requires improvement because planned activities are not linked to children's interests or their development needs. Consequently, some learning opportunities to develop and extend children's skills further are being missed. Information about what children need to learn next is not always planned for and this hinders children from

learning as much as they can. Practitioners track children's progress, however this is not always carried out accurately or consistently. As a result, children make satisfactory, rather than good progress.

Practitioners have formed secure relationships with children, they know them well and, consequently, they are aware that children are making progress in their learning. Progress checks are completed on children between the ages two and three, informing parents and external agencies of where the children are developmentally. Practitioners interact well with the children, asking them open ended questions and extending their learning by using close interaction. Practitioners get down to the children's level, offering support but also allow them to have a go at things first. Children are engaged and participate in their learning activities, which are generally effective in offering opportunities to develop skills. Children enjoy exploring their surroundings, they can easily access resources themselves, supporting their independence. Care rooms are bright and well-resourced and children are offered a variety of different activities and experiences. Children are offered opportunities to develop skills in readiness for school, for example, they enjoy a phonics activity about the sounds of letters. Children are able to recognise their name from labels used at mealtimes, on coat pegs and on their pictures. Children are currently learning about growing and are able to see how things grow through planting their own cress, which they enjoy watering. Displays are used help develop numeracy and literacy skills, alphabet letters and numbers and a wide range of books are available. Children learn about other cultures and beliefs though different languages displayed around the rooms, books and through celebrating different festivals.

Practitioners and parents share information through diaries and information about the child's weekend, supporting a seamless approach to their learning. Children's starting points are obtained from parents at entry to the nursery, enabling a smooth transition when settling them in. Practitioners have formed secure relationships with parents and carers and this is evident when they arrive and leave the nursery. Parents are invited in to talk to their child's key person about their child's progress, enabling a shared approach to supporting learning and development. Parents are offered opportunities to voice their opinions and concerns to the manager and suggestions are taken on board.

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

Children are able to gain a sense of well-being through well-formed relationships with their key people. Practitioners are aware of children's individual needs and care for them in a supportive way. Children are given clear rules and boundaries, consequently, children behave well. Children show they feel safe and secure in their surroundings; this is evident when visitors are welcomed by the children. However, safeguarding arrangements within the nursery are not fully robust because those in charge do not have a secure enough understanding of child protection procedures to offer support and guidance to other staff when necessary. Consequently, the focus on what needs to be done to protect children and keep them safe within the nursery is not strong enough. Children are offered choices and make decisions on where they would like to play. Outdoor play is available throughout the day should the children wish to access it. Children understand the reasons they have to do things, for example, a child lets people know she wears an apron to keep her clothes

clean. Practitioners adapt activities to promote learning, for example, they learn about the sounds and shapes rain drops make as it begins to rain. Children are encouraged to support each other as they find a 'buddy' to go with them to the dinner table. Practitioners teach children to help others through a helper system, where they are given a badge, showing that they are today's helper. Even at a young age children are encouraged to drink from open cups and feed themselves, developing their emerging skills. Children are able to develop their self-esteem, by looking in a mirror and thinking about the words displayed such as 'pretty', 'lovely' and 'caring'.

Children enjoy interacting with practitioners and their key person. Key people have a good understanding of their children and their needs. There are well-formed attachments and bonds between key people and their children, consequently, children are happy and feel secure. Key people are aware of the children's needs and when they become unsettled they understand how to settle them quickly. Practitioners offer ongoing praise to the children throughout the day, therefore, children have high self-esteem and self-confidence. Children are supported in their transitions to school with a hand over of information passed from nursery to school. Teachers are invited into the nursery to see the children in their current environments to gain an understanding of what they are used to.

Children's health needs are well considered. They have access to fresh drinking water throughout the day, ensuring that they are well hydrated. At mealtimes and snack times children are given healthy nutritious food. Children can access the outdoor area throughout the day where they can benefit from fresh air and physical exercise. During toileting children are encouraged to wash their hands, ensuring they understand about keeping themselves safe from germs. Outdoors, children are able to access large apparatus that supports their physical development and helps them learn how to manage risks and keep themselves safe. For example, they use climbing equipment, scooters and tyres to balance on. Practitioners are good role models to the children wearing aprons when serving meals and sitting with the children to eat their meals. Practitioners set positive examples to children by demonstrating the use of good manners. Posters are also used to display words that they like the children to use, such as 'please', 'thank you' and 'pardon'.

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

Arrangements for safeguarding children are not fully robust. Managers and leaders do not fully demonstrate a secure understanding of how to follow safeguarding children procedures correctly in the event of any concerns or allegations arising in relation to child protection. There are gaps in knowledge and this affects their ability to provide support, advice and guidance to any other staff. As a result, they are not able to fully meet their legal responsibilities in relation to the safeguarding and welfare requirements of the Early Years Foundation Stage. However, practitioners understand which agencies to contact if they were concerned about a child's welfare and have a comprehensive safeguarding policy to refer to when necessary. Recruitment arrangements are sound and managers ensure that there are clear procedures in place to ensure only suitable people are able to

work with the children. Children are kept safe when in the building as a new gated entrance has been implemented. All visitors are vetted before they are allowed access and passwords are obtained from parents. Attendance registers are in place and practitioners have been adequately trained in first aid. Daily risk assessments are conducted of the outdoor areas and equipment to minimise risks and hazards.

Managers demonstrate a clear vision and commitment to driving the nursery forward and making improvements and staff are reflective. There have been a number of improvements already made and parents' comments have been considered when making these. Parents' suggestions are displayed and acted upon. For example, one parent commented on their wish for a daily diary book, which management have now introduced. However, the self-evaluation process is based mainly on an overview of practice rather than focusing on specific areas, such as the effectiveness of teaching, learning and safeguarding arrangements. As a result, self-evaluation requires improvements to ensure there is a secure understanding of how to quickly identify and address all weaknesses. Educational programmes cover all areas of learning, however, observations, assessments and planning need to be used more effectively and carefully monitored in order to fully support children's progress. Practitioners are deployed effectively to support children and all hold childcare qualifications, ensuring children benefit from the skills they have learnt. Training, supervision and appraisals are carried out with practitioners to ensure that practice is monitored and improved. Meetings and training sessions are carried out with the whole team so that there is a consistent approach to driving improvements.

Partnerships have been established with external agencies and the local authority and partnerships with local schools have been formed to support children in their transitions to school. For example, teachers from local schools visit the nursery and there is a secure handover of information about the learning of those children who are soon to move in to full time education. Partnerships with parents are sound. Information is provided to parents, such as menu planners, activities the children have been enjoying and photographs of practitioners and their names. Key person boards show parents who their child's key person is. Parents speak highly of the nursery and are feel their children are well supported and are happy.

The Childcare Register

The requirements for the compulsory 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	EY467490
Local authority	Oldham
Inspection number	936085
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	34
Name of provider	The Apple Tree Private Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01616204842

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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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