

Inspection date	07/03/2014
Previous inspection date	07/01/2013

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		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

- Children are happy and well settled in the nursery and the open plan indoor environment enables children to flow freely between activities across the different areas of learning.
- Arrangements for safeguarding children are firmly in place and well understood by staff to help ensure children's welfare is safeguarded appropriately.
- Children benefit from the positive relationships that have been established between themselves, parents and other professionals.
- The provider/manager has recently completed a degree and is now implementing changes in staff practice through appropriate training to improve outcomes for children.

It is not yet good because

- Children's outdoor experiences are not well planned for and resources are not well maintained to enable children to extend their learning outside.
- The quality of observations and assessments are inconsistent amongst the staff team. As a result some children's progress is not as clear or as well tracked as others. This hinders children's learning.
- Some staff do not have good questioning skills and systems to support children who speak English as an additional language are not consistently applied across the setting.
- The lunchtime routine does not support children's growing independence. Children are

not given the space to choose or serve themselves, and are not provided with sufficient utensils to enable them to develop their skills in handling tools appropriately.

- The systems for the induction of new staff and their performance management are not currently robust enough to fully support all staff's professional development.

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 play areas both inside and outdoors.
- The inspector held discussions with staff, parents and the provider.
- The inspector looked at a sample of documents and records relating to children, staff and the setting.

Inspector

Samantha Smith

Full report

Information about the setting

Apple Blossoms Nursery registered in 2006. It is a privately run setting that operates from the basement of a residential property in the Stoke Newington area of the London Borough Hackney. There is an enclosed play area outside for children to play. The nursery is open from 8am to 6pm Monday to Friday 48 weeks of the year. The nursery cares for children who learn English as an additional language and children who have special educational needs and/ or disabilities. There are currently 20 children on roll in the early years age group from 16 months to five years. The nursery employs five staff all of whom are suitably qualified. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- increase the provision of resources outside to provide children with a balanced range of high quality experiences across all areas of learning

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

- develop consistency amongst the staff team with regards to observations and assessments to ensure that all children are being supported to make good progress in their learning
- improve staff's knowledge, skill and understanding of how to support children's communication and language skills, particularly for those children who speak English as an additional language, so that they build on other children's learning by encouraging them to think more frequently and increase their vocabulary, giving them the time to respond
- review the organisation of mealtimes to enable children to make independent choices, serve themselves and provide suitable utensils to enable children to learn to handle them appropriately
- further develop induction, monitoring and evaluation processes to help maintain continuous improvement of staff practice and improve outcomes for children

Inspection judgements

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

Overall, children are making satisfactory progress in their learning and development and are achieving the expected milestones for their ages in most areas. Most staff have a sound understanding of their roles in supporting children's learning; however, they are not always consistent in achieving this in practice. For example, observations vary in quality, some staff regularly observe children and identify clear and purposeful next steps to help children achieve. Other observations lack clear purpose and are not well aimed at supporting children to make progress. In addition, staff's questioning techniques do not always challenge or extend children's thinking skills and children are not always given space to engage in discussion or share their thoughts and ideas. This has been identified by the provider/manager through recent monitoring and appropriate training is beginning to take place to benefit all children's learning experiences.

On the whole, the indoor learning environment provides children with a balanced range of experiences across the seven areas of learning. Children have access to a range of media, such as paint, sand, materials for collages and play dough. Photographs and examples of their artwork are displayed on the walls throughout the setting, which supports children to feel valued. There are opportunities for children to listen to stories and to develop their counting skills, as they are encouraged to count in activities. However, staff do not always give children time and space to think for themselves to share their own ideas and show what they know. For example, when staff engage in discussion with children, they often spend most of the time talking and answering questions themselves. Children enjoy role-play; they show much delight as they engage in their made up play and imaginary games. Although there are regular opportunities for children to play outdoors; however, staff do not plan the outdoor learning environment as well as the inside and the condition of the outdoor resources and equipment is variable.

While there are systems in place to support effective communications with some children who speak English as an additional language, staff do not implement this consistently. For example, children who speak the same home languages as staff are able to engage in discussions in their home languages. Systems to support the communication with children who speak other languages are less effective. These children mainly rely on following the actions of other children during the daily routine. Children with special education needs and/or disabilities are well supported through suitable links that have been developed with other professionals, including the local portage group, in order to support children's ongoing progress.

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

Children appear happy and well settled in their environment. They show through their behaviour that they feel comfortable in the relationships that they have developed with staff, as they readily approach them to get their needs met and enjoy playful banter with

them. The key person system generally works well in promoting positive partnerships with parents and supports children in developing secure attachments within the setting. All children mix and play together as they move freely around the setting. The resources available reflect the diversity of the children. While children are supported in developing some skills to support their future learning, inconsistencies in staff practice mean that this is not encouraged as well in some areas. For example, younger children are supported to play alongside their peers and develop social skills, such as sharing and turn taking. However, staff miss out on some opportunities to extend children's communication and independence skills.

Behaviour is generally good, as children play well together and respond appropriately to staff requests. Staff support positive behaviour through praise and verbal encouragement. They set appropriate boundaries and manage children's behaviour consistently. They spend time on the children's level and provide them with appropriate explanations. As a result, children are receiving clear and consistent messages about acceptable and unacceptable behaviour.

Children are developing their understanding of how to promote their physical health and well-being through the daily routines in place. Staff support them as they learn to wash their hands at appropriate times throughout the day and they have regular opportunities to engage in outdoor play activities. Children rest and sleep according to their needs and sleeping children are appropriately supervised. Drinking water is made available throughout the day and meals and snacks are suitably nutritious. However, meal times do not support children's growing independence, as children are not given the space to make choices. In addition, they are not encouraged to serve themselves and are not provided with sufficient utensils to support them in learning to handle tools correctly.

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

This inspection found the setting is appropriately led and managed by the provider/manager and there are suitable arrangements for safeguarding children in place. The provider/manager and staff demonstrate a sound knowledge of the indicators that would cause concern and the procedures to follow if they have a concern about a child in their care. They are clear about the procedures to follow if the concern is relating to a member of staff. There is an induction programme in place to support new staff in developing their understanding of their roles and responsibilities, although this not currently fully effective. All staff have completed the required suitability checks. The provider informed the inspector that there were adults living on the premises, which changes the registration status to childcare on domestic premises. Ofsted requested the provider to complete the necessary documentation for all these persons to enable them to carry out the required suitability checks.

The required written policies and procedures are in place to support the safe and efficient management of the setting and staff demonstrate a sound awareness of these and their role in implementing these in practice. Supervision of children is good within the

indoor and outdoor areas and staff work well together to ensure ratios are met. Equipment and resources, although limited in some areas, are generally well-maintained and regular risk assessments are carried out ensuring that children's safety is maintained at all and suitably promoted.

The nursery promotes positive partnership working with parents through the regular exchanges of information between parents and staff. Parents are invited to attend progress meetings with their child's key person, where they can discuss the progress that their children are making. The registered provider demonstrates that she has a reasonable capacity to improve. She has a positive attitude towards improving the quality of the setting and outcomes for children. Some evaluation is in place to support the development of the setting. For example, there are systems in place and a training support programme for monitoring staff performance and a supporting programme of professional development. However, these are not fully effective in identifying all weaknesses and identifying targets for future improvement. For example, the outdoor area is currently not promoting all seven areas of learning and systems have not been effective in tackling inconsistencies in staff practice.

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	EY340583
Local authority	Hackney
Inspection number	938281
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	14
Number of children on roll	20
Name of provider	
Date of previous inspection	07/01/2013
Telephone number	

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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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