

Apple Trees Nursery

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

Inspection date

26/09/2014

Previous inspection date

17/01/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- The quality of teaching is consistently good because staff use highly skilful questioning techniques to encourage children to think critically and develop their own ideas. As a result, children are enthusiastic creative learners.
- Leadership and management are effective in providing a good overview of children's progress, ensuring individual children's needs are identified, targeted, and interventions sought, so that gaps are closing.
- Safeguarding of children is a priority for the manager, ensuring robust recruitment of staff and a safe and secure environment. Consequently, children feel safe and have the confidence to independently play and explore their surroundings.
- Partnerships with parents and outside agencies are a particular strength of the nursery. As a result, parents and other professionals make positive contributions to children's learning and support the acquisition of new skills at home.

It is not yet outstanding because

- Despite children progressing well, there is scope to further promote children's use of numbers and mark making when playing outside, in order to provide more opportunities for children to express themselves and enhance their use and understanding of early numeracy and writing skills in their play.

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 activities and staff interaction with children.
- The inspector held discussions with the manager, staff and children during the inspection.
- The inspector undertook a joint observation with the manager.
- The inspector examined a representative sample of children's records, policies and procedures, and staff suitability documentation.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Patricia Pickens

Full report

Information about the setting

Apple Trees Nursery opened in 2004 and is privately owned and registered on the Early Years Register. 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 time only. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area. There are currently six children on roll. All of whom are in the early years age range. The nursery receives funding for the provision of free early education for three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. There are currently two staff working directly with the children, both of whom have appropriate early years qualifications at level 3. The nursery receives support from the local authority. The nursery is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- develop further opportunities to promote children's use of numbers and mark making in the outdoor environment, to allow children to express themselves and acquire the formation of early numeracy and literacy skills during their play.

Inspection judgements

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

Children are highly motivated, enthusiastic explorers of this warm, friendly nursery. They are confident learners, who are able to use creativity in their decision making because they are supported and encouraged by staff to develop their own ideas, to try new things and take risks to succeed. Children's knowledge and understanding of the world is enriched by their participation in a wealth of learning experiences and activities. For example, children enjoy learning about nature and the seasons. They are inspired by being introduced to a variety of natural resources as they forage in the outdoor environment, collecting leaves and nuts for their creative activities. The start of a new season is emphasised and children excitedly observe the colours of the leaves changing. An absorbing discussion follows as children consider, 'Why do leaves change from green to yellow, orange and brown?' and 'Which trees do not lose their leaves in Autumn?' Children's suggestions are listened to and valued as they discuss the abundance of leaves carpeting the floor and learn how to care for their natural environment in a variety of ways. Children express their ideas through painting and leaf rubbing, becoming instantly absorbed in creating their own artistic impressions of autumn. Educational programmes have depth and breadth across all areas of learning, enhanced by a range of excellent resources which create a stimulating, exciting environment for children. Staff provide interesting and challenging experiences, which meet the needs of all children, based on an

accurate knowledge and understanding of how to promote the learning and development of children. The large playroom is bright and colourful. Children are fully involved in initiating their own play experiences and organising resources, supported by staff who value children's preferences and interests.

The quality of teaching is consistently good because staff use skilful questioning techniques effectively to extend children's learning and re-shape tasks to accommodate children's ideas. Staff organise activities to encourage children to have sustained time for concentration, engagement and extended thinking. For example, during a maths activity on a portable laptop, children show they are proficient in use of technology and, subsequently, able to print out their own work. Staff encourage children to work independently through an individualised programme. Children learn to count in sequence as they follow patterns of numbers, determining their own pace and length of involvement in the activity. Staff praise children's efforts, extend more able children to move onto the next level of progression, and provide challenge and interest for all children. This promotes confidence and self-esteem as children show enjoyment in printing out their own achievements. Children extend their learning when shopping, as they sort and match fruits to a familiar story of a caterpillar who ate too much. They understand the concept of 'more and less' when sorting fruit into groups. Children are encouraged to clear away their own resources in preparation for snack and play outdoors. In this way, children develop the key skills and independence needed for school. Considerable improvements have been made to the outdoor environment since the last inspection, with the outside gate made secure and additional equipment provided. However, there is scope to further develop children's outdoor learning by using numbers and letters more widely, so that all children, and particularly those who prefer to learn outside, have increased opportunities for making marks and to recognise numbers as they play.

An exceptionally well-established key-person system ensures staff carry out regular spontaneous and planned assessments on children to plan their next steps and tailor activities to meet individual children's needs. Since the last inspection, children's progress is shared with parents, building on and developing a more effective use of the progress check for children between the ages of two and three years. This ensures all children, including those with special educational needs, are progressing well towards the early learning goals and any gaps are closing rapidly. Children are working within the typical range or exceeding levels of development for their age. Communication and language development is effectively supported through use of puppets, songs, stories and literacy. Staff use puppets effectively to encourage children to listen to instructions and to manage behaviour. This results in an enjoyable story time where all children are attentive and contribute to the story. Staff use creativity and enthusiasm to capture children's imaginations, for example, by using a puppet to turn the pages. This adds fun to story time and is soon evident by the sound of children's laughter. This promotes children's personal, social and emotional development, as they initiate their own friendships, sitting closely with others to share joint learning experiences. Children develop key skills and independence needed for school. Parents are actively involved in their children's learning through strong partnerships with staff. Children's profiles are shared regularly with parents and they frequently talk to staff about children's learning.

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

Settling-in procedures for new children are well embedded and effective with discussions between parents and staff used well to meet individual family needs. Parents are very complimentary about the 'warm, friendly staff' and the 'strong relationships' their children are making right from the start. Children demonstrate they feel a strong sense of belonging and security. Children are actively encouraged to develop independence and to care for their environment. For example, children participate in setting out and clearing away their own plates, cups and cutlery at snack time, learning skills in preparation for starting school. They set out their own places for lunch and sit in an intimate group, socialising while other children collect their bags and artwork for home time. This allows flexibility for families dependent on their individual needs and the choice of sessions is fully appreciated by parents who comment on 'the excellent flexibility of times and days' they are offered.

Children are supported in keeping themselves and others healthy by learning to address their own personal needs. They are supervised in the safe use of toilets and encouraged to wash their hands. This promotes well-being and limits cross infection, instilling routines that promote a healthy lifestyle for children. As a result, they develop the self-help skills of independence and confidence in caring for themselves and others, appropriate to their age and level of understanding. A strong well-embedded key-person system ensures children form happy, secure attachments with staff and each other. Staff model and consistently give clear guidance on expected behaviour, providing secure boundaries for children. As a result, minor conflicts are minimised, strengthening relationships amongst adults, children and their peers.

Children learn to manage risk through activities outdoors enjoying vigorous play in the fresh air. In this way, staff actively promote a healthy lifestyle and use the outdoor area effectively to promote physical development. For example, children drive tricycles and scooters with skill, learning to control whole-body movement successfully. Children are busy in their play, laughing and learning together, moving excitedly from one activity to another. Children's safety and safeguarding are central to everything staff do. They effectively support children's growing understanding of how to keep themselves safe and healthy. Secure fencing and locked gates enclose the garden. A variety of fruit and vegetables are being grown by the nursery and reflect the familiar farming activities children see around them in this rural location. These activities provide opportunities for children to work together in sewing and harvesting their crop, promoting self-esteem and a sense of belonging. In this way, children are prepared emotionally and socially for the next stage in their learning journey, including school.

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

The safeguarding and security of children is a priority for the management team, who have implemented improvements since the last inspection by reviewing and extending safeguarding procedures. This ensures rigorous daily risk assessments, for both indoors and outdoors, are in place, so that the children's environment is safe and secure at all

times. Staff are able to demonstrate a good awareness and understanding of potential harm to children, and are confident in dealing with any potential safeguarding issues or causes for concern. Children's behaviour shows they feel safe in the nursery, as they share concerns with familiar adults. Visitors are challenged and their identity is checked. Robust recruitment procedures ensure children are cared for by suitable staff. Security arrangements are effective to ensure children's safety. For example, parents bring their children into nursery through a secure front entrance, supervised by a member of staff. Since the last inspection, the garden gate has been fitted with a lock and additional gatepost to make this secure. Daily attendance registers are completed. Staff monitor each child leaving the premises, as children are encouraged to put on coats and collect art work, while waiting for parents to arrive. As a result, the organisation of home time is managed more effectively and, subsequently, parents are able to spend precious time conversing with their child about the day's activities.

The manager has a very good understanding of her role and responsibilities within the Early Years Foundation Stage. She is an experienced, highly motivated leader, who has a clear view of how to drive forward improvements for the benefit of the children entrusted to her care. Performance management is effective and staff training is well supported with close links forged with the local school. This results in children making consistently good progress because of the high quality teaching experiences they receive from staff. The manager has an excellent overview of the educational programmes in all areas of learning. Assessment of children ensures planning is extensive, offering a broad range of challenging and interesting learning experiences for all children.

Partnerships with parents, other agencies and the local school are robust, forging strong links with teachers, so that children are supported in their learning now and in the move into school in the future. Professionals, specializing in additional needs, make a strong contribution to children's learning. Parents are abundant in their praise. They feel their children are safe and cared for by 'staff who are dedicated teachers, friendly, full of energy and enthusiasm.' They say, 'our children are very happy here and always looks forward to coming to nursery'.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	962869
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	6
Name of provider	Judith Ann Bishop
Date of previous inspection	17/01/2014
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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