

Apple Tree Nursery and Pre-School

Yenton Primary School, Chester Road, Erdington, BIRMINGHAM, B24 0ED

Inspection date

24/09/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

4

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

4

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

4

The quality and standards of the early years provision

This provision is inadequate

- Children's safety is compromised because the provider has failed to meet the required adult-to-child ratios set out in the Early Years Foundation Stage.
- The provider has not ensured that all confidential records about staff and children are held securely and are only accessible to those, who have a right or professional need to see them. This compromises the confidentiality of staff and children's personal data.
- Staff have not ensured that all information about children's medical needs have been obtained from parents and kept up to date. This means that children's health and well-being are compromised.
- The quality of teaching does not sufficiently challenge children's learning to encourage them to think and extend their skills. Therefore, children's learning and development are not always well promoted.

It has the following strengths

- Staff provide a range of stimulating resources, which promote children's enjoyment and meets their needs.
- Staff are warm and friendly, which means that children settle easily. Also, parents are reassured that their children will receive sensitive and affectionate care.

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 teaching and learning activities in the playroom, outdoor area and the school hall.
- The inspector viewed evidence of suitability and qualifications of staff working in the setting and a range of other policies and procedures.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector carried out joint observations with the manager.
- The inspector met with the manager and looked at children's development records and a range of documentation.

Inspector

Rupinder Phullar

Full report

Information about the setting

Apple Tree Nursery and Pre-School was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It operates from a classroom in the grounds of Yenton Primary School in the Erdington area of Birmingham. Children have access to one main room, school hall, playground and separate outdoor area. The nursery opens five days a week from 8.30am to 5.30pm, all year round, except for bank holidays and a week at Christmas. Children attend for a variety of sessions. There are currently 17 children attending, who are in the early years age range. There are three staff working directly with the children, one of whom holds an appropriate early years qualification at level 3, one at level 2 and the manager holds a qualification at level 5. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. It receives support from the local authority.

What the setting needs to do to improve further

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

- ensure required adult-to-child ratios are maintained at all times, so that children are kept safe and their individual needs are met
- implement a procedure to ensure that all confidential records about staff and children are held securely and are only accessible to those, who have a right or professional need to see them
- make sure all information about children's specific medical requirements are obtained from parents as soon as the child begins attending nursery
- ensure children's learning is consistently challenged to encourage them to think and extend their skills by improving the consistent use of appropriate teaching strategies, so that they develop their critical thinking skills across a range of challenging activities.

Inspection judgements

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

Staff demonstrate a sound knowledge of how children learn and develop. They regularly observe children in their key groups and talk to parents and carers about their child's day at the nursery. This information is sufficiently used to plan experiences that reflect their individual needs, preferences and interests. Staff encourage children to develop independence as they select from a variety of activities on offer. For example, children

chose the paints and paper they wanted to use during a painting activity. Staff participate in children's play as the opportunity arises and adequately engage them in their learning. However, staff do not consistently use appropriate teaching strategies to encourage children to develop their critical thinking skills across a range of challenging activities. Therefore, children do not make the best progress in their learning. Staff are aware of the progress check for children aged between two and three years, so that it can be shared with other professionals for children, who are not meeting the expected targets for their age.

Children are warmly welcomed into the nursery. Staff plan and provide activities that support children's interests. For example, they help children to make play dough and encourage them to use their imagination, express their ideas and solve problems. Children used trial and error to work out the best way to mould and make the play dough less sticky. They use their hands and rolling pins to shape the play dough. Their play and learning are suitably supported by staff, who ensure a variety of materials are easily accessible, including the container with flour. They use vocabulary, such as 'a little bit more' and 'not too much,' as they take turns to pour the flour onto their play dough to make it malleable. This supports them to develop mathematical concepts and use communication and language skills in everyday learning. Lots of examples of children's artwork are attractively displayed on the walls of the nursery. These show children that their efforts and achievements are valued and provide additional information for parents about their experiences.

Children display many of the basic skills they need for future learning and as they move to school. For example, they make marks on chalk boards and try to draw faces of people close to them as they confidently interact with the staff. They talk about colours, numbers and shapes as they point to their masterpiece. Staff support their learning suitably by asking appropriate questions that encourage them to join in with conversations. Throughout the day, children have good opportunities to interact with other children and adults. They learn to take turns in conversation, share and use manners. Staff show children that their comments are valued by listening, showing interest and responding appropriately. Staff adopt a range of strategies that engage parents in their children's learning. For instance, they lend parents books to share with their children at home to support their communication, language and literacy skills.

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

Children's well-being is compromised because the provider has not ensured that the required adult-to-child ratios are maintained. This means that on occasions, children are left unsupervised. In addition, information about children's medical needs are not obtained from parents and kept up to date. Further to that, confidential documentation is not stored securely. As a result, children's welfare is not assured. However, children show by their words and actions that they feel safe and secure. Staff are warm and friendly, which means that children settle easily. They happily go to staff for comfort, reassurance and support and show a good sense of belonging. Children's key person discusses daily routines with parents before they begin, so that they maintain familiar routines. This helps to ensure attachments are built, particularly for the younger children. Children's

independence is fostered well because staff encourage them to do things for themselves, such as pouring their drinks. In addition, activities are stored in low-level units to encourage self-selection and child-initiated learning. Staff provide a range of stimulating resources, which promote children's enjoyment and meets their needs.

Children display good self-esteem and behave well. This is because staff effectively use a range of developmentally appropriate behaviour management strategies and readily praise their efforts, good behaviour and achievements. Children understand the expectations for their behaviour and respond to gentle reminders about these. In addition, staff use a 'rule board' to reinforce expected behaviours, such as 'we are kind to our friends'. Staff adopt a calm approach and provide children with a positive role model to follow. Children moving onto school are supported well by the staff. They encourage their independence and children demonstrate personal care skills appropriate for their age and stage of development. For example, children clean their hands after visiting the toilet and wash and dry their hands without assistance.

Children learn about healthy lifestyles through a variety of spontaneous and thoughtfully planned activities, alongside everyday discussions. For example, children learn about the benefits of a healthy diet through discussion at mealtimes and as they plant and tend various vegetables grown outside. Children water the plants regularly to help them to grow. This helps them to understand where their food comes from. Children benefit from physical play, in both structured and spontaneous activities. For example, in the hall, staff organised a structured physical activity session where children learn to follow instructions and develop coordination to beats of music. Children also access the outdoor environment on a regular basis and enjoy plenty of opportunities to exercise and expend energy. They take part in activities, such as building towers with blocks and run around chasing their friends. As a result, they are provided with plenty of physical challenges and learn to assess hazards and take calculated risks.

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

The provider does not demonstrate a clear knowledge of the requirements of the safeguarding and welfare requirements of the Early Years Foundation Stage. The provider has failed to meet the required adult-to-child ratios, which is a breach of the Early Years Foundation Stage and the compulsory part of the Childcare Register. The provider does not ensure that all confidential records about staff and children are only accessible to those, who have a right or professional need to see them. As a result, the confidentiality of children and staff's personal data is compromised. In addition, staff do not ensure that all information about children's medical needs are obtained from parents and kept up to date. These are breaches of the legal requirements of the Early Years Foundation Stage. Consequently, children's welfare is put at risk. In other respects, children are effectively safeguarded. For example, all staff and students fully understand their role in child protection. They are knowledgeable about what to do in the event of a concern about a child or if an allegation is made against a member of staff. Safeguarding information is displayed in the nursery. This acts as a useful guide for staff and parents, outlining the steps to take if they have concerns about the behaviour of any adult on the premises or

concerns about a child's welfare. Disclosure and Barring Service checks are in place for all staff to ensure their suitability to work with children. Staff's ongoing suitability and professional development is supported through suitable arrangements for supervision and performance management.

Risk assessments are carried out to ensure that the environments both indoors and outdoors are safe. Also, there is a risk assessment policy in place and it is updated annually. There are effective procedures in place with regard to recording accidents and injuries, which are implemented. A wide range of policies and procedures is in place and shared with parents. This ensures that they are kept well informed about how the nursery operates. The nursery has developed links with other early years providers in the area that children attend, which supports their continuity of care and learning. The nursery forges links with the school that they are based in. They use the school facilities and share practice, such as the school lunch menu, which helps to ensure that the transition process is a positive experience. This means that as children move forward in their learning they are supported effectively.

Suitable systems are in place to monitor the effectiveness of the educational programmes and the progress that children make. Learning journals are monitored periodically by the manager to ensure that children are making suitable progress in their learning and development. Monitoring of the provision is weak. This is because systems of self-evaluation are not in place to identify and develop an effective improvement plan, in order to overcome weaknesses. Parents are warmly welcomed into the nursery and they are provided with a range of information during the settling-in period. This includes information about the role of their child's key person. This helps build the link between home and the nursery. The nursery established links with external agencies to ensure appropriate intervention for children, who may need additional support.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that a sufficient number of persons is present at all times on the relevant premises to ensure the safety and welfare of the children for whom the childcare is provided. At least one person is the provider, manager or a person, who works for the provider caring for the children (compulsory part of the Childcare Register).

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 | EY457316 |
| Local authority | Birmingham |
| Inspection number | 966003 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 22 |
| Number of children on roll | 17 |
| Name of provider | Alison Margaret Richards |
| Date of previous inspection | not applicable |
| Telephone number | 01214648533 |

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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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