

Inspection date	07/11/2014
Previous inspection date	21/05/2014

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

- Staff take good steps to make sure children are kept safe.
- There is a warm, friendly atmosphere, and children are happy, and enjoy their time at this welcoming nursery.
- Staff plan activities based on children's individual needs to enable them to make good progress in their learning and development.
- Effective partnerships with parents mean that there is a united approach to meeting individual children's needs, extending their learning and helping them make good progress.

It is not yet outstanding because

- Management do not routinely monitor staff performance by observing their practice to help drive further improvement in their teaching and the outcomes for children.
- The programme for literacy is not fully developed in the outdoor area to extend children's learning opportunities.

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 children's play and staff interaction, indoors and outside.
- The inspector spoke to parents and children present on the day.
- The inspector examined documentation including a sample of children's records, nursery policies, staff training and suitability records.
- The inspector talked with staff and held discussions with the manager.
- The inspector conducted a joint observation with the manager.

Inspector

Nadia Mahabir

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 of Hackney. All children share access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open on Monday to Friday, from 8am until 6pm, for 48 weeks of the year. There are currently 22 children on roll in the early years age range. The provider is in receipt of funding for the provision of free early education to children aged two-, three-, and four years old. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs six members of staff, of whom five hold appropriate early years qualifications or higher. The manager holds Early Years Teacher Status.

What the setting needs to do to improve further

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

- further develop how staff performance is monitored to help identify weaker areas of teaching, so staff know exactly what they need to improve on in order to enhance learning opportunities for children
- improve the outdoor area to enrich opportunities for children to see and recognise familiar words and numbers.

Inspection judgements

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

Staff provide an exciting range of resources and activities that interest and inspire children to play and learn with joy and enthusiasm. As a result, all children are motivated and keen to explore. Resources are easily accessible. Children are able to easily find equipment and make independent choices from the wide selection available. Staff provide a good balance of adult-led and child-initiated activities to enable children to effectively make choices and develop in their own learning. Staff are sensitive, calm and patient towards children, by offering guidance to them as they play. Therefore, children are motivated to learn and show high levels of interest in all that they do.

Children have access to a good selection of craft resources where they can independently create their very own pictures to display in the room or take home with them. Younger children enjoy the feel of paint on their hands and fingers as they explore different ways to print on leaves. Staff support them to consider what colours they can

see when the paint is mixed together while they learn about autumn. Children happily engage in imaginative play with their friends in the home corner and enjoy dressing up in various costumes. Children demonstrate a good understanding of using space in the outdoor play area, especially when skilfully manoeuvring the wheeled toys to avoid riding into their peers or play equipment. Staff give children, in particular the younger children, careful guidance and encouragement when using equipment to help increase their confidence and develop their competence. Staff plan activities that engage babies in physical experiences, both indoors and outdoors. This includes rolling balls on the floor to babies and providing push and pull-along toys to encourage movement.

Staff give a high priority to children's communication and language development. For example, they constantly talk to babies about what they are doing and value their attempts at saying words. This results in babies enjoying turn-taking conversations and imitating words and sounds which they hear. Staff are skilled when using questions which encourages children to develop effective communication and thinking skills. Children aged two and three years show confidence when speaking to unfamiliar adults as they talk about their activities and show their work. Staff read stories with enthusiasm, which captivate children's interest and attention. Older children independently access a wide range of books and sit with their friends and read to each other. Children begin to understand that print carries meaning and the more able children handle books with care. However, there are few resources in the outside area that support and further their understanding of words.

Staff have high expectations of children and are aware of their capabilities and starting points on entry. Information about children's activities is shared verbally each day with parents and they are invited to contribute to their children's development records. Parents of babies also benefit from receiving a daily diary, which details their child's routines and what they have enjoyed doing that day. Staff working with nursery children are particularly skilful in noticing what stimulates children's curiosity. Staff regularly observe and monitor children as they play and also during planned activities. They keep detailed assessment records and use the information to help identify children's stage of learning. This enables them to plan the next steps in learning to support and extend children's overall progress. This effectively helps to prepare children for the next stage in their learning. The progress checks for children aged two years are established and staff provide a clear assessment of their progress for parents and the health visitor.

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

The key-person system is well embedded. Staff know children well and develop caring and friendly relationships with them. This means effective bonds and positive relationships are formed between staff and children. This helps children to be confident, relaxed and engaged during their time at nursery. Staff organise settling-in periods when children first start and this is a flexible arrangement according to the children's and parents' needs. As a result, this helps children to separate from their parents. This enables children to feel at ease and promotes their self-esteem and builds their confidence. Parents and carers share information about their children's needs and what

they can do when they first start at the nursery. This provides a base for staff to build on so that they can plan and support children in their learning throughout the nursery.

Babies form good attachments to their key person and respond with smiles and gurgles when they interact with them. They are happy to independently explore their environment when they know a familiar adult is nearby, and seek reassurance and cuddles when they need to. Staff help children become familiar with routines and understand what is expected. Children benefit from clear boundaries as well as frequent praise and encouragement. Staff help children to cooperate with others, share and take turns. Staff give them clear explanations, which children can understand. Through playing with resources that positively reflect differences, children learn to respect, value diversity and consider the needs of individuals.

Children take great pride when choosing different fruits at snack time, serving themselves and pouring their own drinks. These skills support children's next stage in their learning, preparing them for their move on to other settings and school. The nursery provides nutritious meals that meet with children's dietary needs and help ensure they remain healthy. Children develop good social skills during the relaxed meal times as they sit in small groups at the table with staff and hold conversations. This also effectively promotes children's communication and language skills.

Children are learning about the importance of healthy lifestyles as they participate in regular physical exercise indoors and outdoors. Children enjoy the opportunities they have for active physical play outdoors. Staff skilfully reinforce expectations of road safety as they join in with children, who happily role play their journey in the garden. Staff check that the environment is safe, inside, outside and on outings. This means children's independence and confidence can grow as they move freely and safely around the nursery. Children learn to keep themselves safe through gentle reminders from staff. For example, they learn about good hygiene routines as staff remind them to wash their hands before eating and after using the toilet. Children show they feel safe and secure in the nursery as they learn about procedures for evacuating the premises in an emergency.

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

The manager and staff team have a clear understanding of their responsibility to meet the requirements for the Early Years Foundation Stage. This means children are not only taught how to keep themselves safe, but staff have a secure understanding about what to do if they have any concerns about a child in their care. The management have a positive attitude to the ongoing development of the provision. Following the last inspection, they put a clear action plan in place to address the issues raised. For example, management have been proactive in taking appropriate action to minimise potential hazards by ensuring clear and concise risk assessments are completed by staff. This results in children benefiting from a safe and secure environment both indoors and outdoors. In addition, daily registration of children and staff now ensure ratios are

constantly maintained and meet the welfare requirements of the Early Years Foundation Stage and staff are suitably vetted before working with children. As part of the recruitment process, the nursery undertakes Disclosure and Barring Service checks. Alongside this, they keep clear records of qualifications and staff details, which helps them to ensure that staff are suitable to work with children.

Parents are warmly welcomed into the nursery. Staff encourage them to share their knowledge of their child's development and routine care with their child's appointed key person at the start of the placement. Furthermore, staff provide daily communication and detailed feedback books regarding babies' and toddlers' personal routines with parents. This enables parents to gain a full insight about their child's day. Discussions with parent during the inspection, demonstrate that they are very happy with the care and learning opportunities offered to their children. Their comments include, 'This nursery has a real home-from-home feel' and 'My child has been one of the youngest in the group and has started walking and talking early and having the older children here has really helped.' Staff work closely with parents and other agencies that may be involved with children that have special educational needs and/or disabilities. They seek advice from other professionals which helps them use appropriate strategies for supporting children's specific needs.

Staff understand their roles and responsibilities because there is a thorough induction, and ongoing support from management through one-to-one supervisions. This helps management to identify any concerns early on and offer appropriate support where needed. In addition, the manager uses appraisals to assess staff's ongoing suitability as well identifying any areas for improvement. The manager considers ongoing training as an important part of their early years provision. Consequently, all staff are required to attend training courses to help to ensure their practice continues to develop and improve. Staff cascade information from training and early years events to other staff to extend their knowledge and skills further. However, management do not fully enhance staff's professional development by observing and evaluating their teaching practice within the nursery, to enable them to further improve the quality of the provision and outcomes for children. Management have an accurate view of their nursery and are able to identify their key strengths. They recognise how further development will enhance their already good quality service.

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. 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	EY340583
Local authority	Hackney
Inspection number	986798
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 8
Total number of places	14
Number of children on roll	22
Name of provider	
Date of previous inspection	21/05/2014
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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