

Apple Tree Nursery and Pre-School



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

Inspection date

6 March 2015

Previous inspection date

24 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The provider is passionate about her work and has a clear vision for the future of the nursery. She has worked very closely with the local authority and the staff team to make sustained improvements.
- The quality of teaching is consistently good. Staff provide children with a wealth of opportunities, both indoors and outside, to develop their skills across all areas of learning, which effectively prepares them for school.
- Children make good progress because staff know what children need to learn. Staff complete accurate assessments and plan activities that are tailored to meet children's individual needs and interests.
- Staff gain detailed information from parents when children first start and use this to identify their starting points in learning. They continue to share ongoing information to promote home learning and support every child's needs.
- All staff have attended safeguarding training and robust policies and procedures are in place to ensure everyone is aware of their responsibilities to protect children from harm.

It is not yet outstanding because:

- Very occasionally, quieter children do not get as highly involved in activities as others. This means opportunities are sometimes missed to extend every child's learning to the optimum level.
- Staff do not always have the opportunity to observe and evaluate each other's practice, to enable them to share their good teaching skills and identify how practice can be enhanced even further.

What the setting needs to do to improve further

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

- enhance children's progress even further by ensuring that all opportunities to extend children's learning are used, so that every child becomes highly involved in their learning in order to make rapid progress
- enhance performance management, for example, by extending opportunities for all staff to observe and evaluate each other's practice, so that they can consistently improve their already good understanding and develop their practice to outstanding.

Inspection activities

- The inspector had a tour of the nursery with the provider.
- The inspector observed teaching and learning activities in the indoor and outdoor learning environment.
- The inspector carried out a joint observation with the provider.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the staff working with children and the nursery's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Emma Daly

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a good understanding of the different ways children learn. They provide children with a broad range of activities to build on their experience and develop new skills. Staff support children well because they recognise children's interests and use them to channel their attention and support their next steps in learning. Children enjoy playing in the mud kitchen. They delight in using a variety of equipment to spark their imagination. Staff extend children's thinking through talking to them and using skilful questioning. Staff use everyday routines and activities to develop children's mathematical and literacy skills. Children enjoy story time and all children are encouraged to become involved in stories and rhymes. However, there are times during group activities when quieter children are not as involved. This means opportunities are sometimes missed to extend every child's learning, to enable them to make the very best possible progress.

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

Children are extremely confident and self-motivated. They have built strong relationships with their key person and with each other. As a result, children play well together and are usually fully engaged in their learning. Children's independence is fostered extremely well as they are encouraged to develop their self-help skills and make choices in their play. Inclusion is given a high priority. As a result, children learn to be accepting of each other's similarities and differences. Children's behaviour is consistently well managed. Staff positively reinforce good behaviour during activities using lots of positive encouragement and praise. Children develop their physical skills as they spend time outdoors. They learn to balance in different ways as they create balancing beams with tyres, wood and crates. Staff allow children to take supervised risks in their play, which gives them the confidence to try new things. Children's individual dietary needs are met and staff follow good hygiene procedures to ensure that children's health is assured.

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

The provider has a good understanding of the legal requirements. She has ensured all previous actions are met to promote the safety and welfare of all children. The correct number of staff required are present at all times. Confidential records are securely locked away and detailed information is gathered about children's medical needs. There is a well-qualified staff team. She completes regular supervisions to ensure staff are well supported and training needs are identified to enhance their practice. This has resulted in improvements in the quality of teaching. However, staff have not yet had the opportunity to evaluate each other's skills, so that they can share their good practice and raise the quality even further. The provider monitors children's progress through effective tracking that identifies any gaps in children's learning. Good partnerships with other professionals ensure that children's individual needs are effectively met. The provider is working with the local authority and the staff team to rigorously evaluate the practice within the setting. This ensures ongoing improvements continue to be made.

Setting details

Unique reference number	EY457316
Local authority	Birmingham
Inspection number	993358
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	27
Name of provider	Alison Margaret Richards
Date of previous inspection	24 September 2014
Telephone number	01214648533

Apple Tree Nursery and Pre-School was registered in 2013. It operates from a classroom in the grounds of Yenton Primary School in the Erdington area of Birmingham. The nursery employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, and two hold level 3. The nursery opens from Monday to Friday all year round. Sessions are from 8.30am until 4.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

