

Appletrees Day Nursery

Woodlands, Green Lane, Littlethorpe, RIPON, North Yorkshire, HG4 3LR



Inspection date

30 April 2015

Previous inspection date

16 November 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children are cared for in a homely, happy and nurturing environment. Staff establish warm, positive relationships, which give children the security they need to develop confidence, emotional stability and resilience.
- Teaching is good. Staff use their knowledge of individual children's development and interests to ensure that they make good progress in their learning relative to their starting points and are ready for school.
- Partnerships with other professionals are well established and effective. This means that children with special educational needs and/or disabilities receive the support they require to meet their individual care and learning needs well.
- Children's safety and safeguarding are given the upmost priority. Staff are knowledgeable about child protection procedures as they complete training on a frequent basis. Thorough risk assessments are carried out to ensure the premises are safe and secure at all times, and to ensure children are safe when taken on outings.
- Robust recruitment and vetting procedures are in place. These help to ensure that staff working with children are suitable to do so and are qualified, experienced and committed to providing good quality care.

It is not yet outstanding because:

- The timeliness and organisation of some group activities means that children occasionally lack interest and concentration.
- Arrangements are not fully successful in engaging all parents in their children's learning in the setting, so staff can take this into account when planning activities and extend their learning towards excellence.

What the setting needs to do to improve further

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

- explore ways of re-organising group activities to enable children to focus, concentrate and stay fully engaged
- implement highly-successful strategies to engage all parents fully in the learning and development of their children.

Inspection activities

- The inspector had a tour of the premises and conducted a joint observation with the manager.
- The inspector observed activities and the quality of teaching in all of the playrooms and outdoors.
- The inspector sampled children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plans.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection and looked at completed parental questionnaires.

Inspector

Lindsey Pollock

Inspection findings

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

Children take part in a wide range of exciting and stimulating play activities in the well-resourced indoor and outdoor environment. Overall, staff carefully plan activities, ensuring children's interests and the next steps for their learning are fully considered. As a result, children are enthusiastic learners. However, some group activities are not sufficiently organised to ensure children remain engaged and focused, for example, a planned activity at a table takes place directly after they have been sitting for snack time. As a result, some children lose interest and concentration because they want to get up and move about. Children are confident to try new things and approach different activities with enthusiasm and imagination. After staff read a story to them about a bear hunt, they enthusiastically search for a bear in the nursery grounds, pretending to splash in water and mud. Staff support language development by getting down to children's level, giving them lots of eye contact, and listening and valuing what they say. Consequently, children become skilful communicators. They are keen to talk about their many experiences at nursery, such as weaving, 'wellie' printing and their shopping trip to a supermarket, as they look at the nursery's photograph album.

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

Children's health is promoted well. High standards of hygiene are maintained throughout the nursery to prevent the risk of cross-infection. Meals and snacks are healthy and nutritious and are made predominantly with organic ingredients. Children help to grow fruit and vegetables in the garden, enabling them to learn about what food is good for them. They freely access the outdoor area for most of the day. This benefits their health and gives them additional learning opportunities. They go on walks in the woodland area and enjoy looking at the different birds that visit the garden. This promotes their physical development and helps them to develop a deeper understanding of nature. Children learn to manage their safety. For example, they use tools when gardening, negotiate different surfaces in the outdoor areas and practise road safety when on outings.

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

Leadership and management of the nursery are good. The manager is a good role model and works alongside the staff team to support their work. All staff are qualified and experienced, which enables them to provide good-quality childcare. Staff are encouraged to attend training and share what they learn with their colleagues to raise standards. The manager oversees staff's performance through regular observations and appraisals. Self-evaluation is a team effort and includes the views of parents and children. Action plans to drive forward improvement are in place. For example, the manager is keen to introduce peer observations and fully embed a new tracking tool to assess and review children's development even more securely. Parents speak very highly of the nursery. A good deal of information is shared, however, as yet the nursery is not yet engaging all parents fully in the learning process, so they can extend this towards excellence.

Setting details

Unique reference number	EY382392
Local authority	North Yorkshire
Inspection number	858750
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	18
Number of children on roll	33
Name of provider	Appletrees Day Nursery Ltd
Date of previous inspection	16 November 2009
Telephone number	01765603644

Appletrees Day Nursery was registered in 2009. The nursery employs seven members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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