

Apple Tree Pre-School

Deers Lodge Scout Hut Deerhurst, Soundwell, Bristol, BS15 1XH



Inspection date	3 November 2015
Previous inspection date	1 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and her deputy have a good understanding of how to improve provision for children. They work together to evaluate the strengths and weaknesses of the pre-school.
- The children are happy and enjoy playing with a broad range of resources covering all areas of learning. Staff base activities on the children's interests. Staff keep parents well informed about what their children are doing and can follow up learning at home.
- Relationships are good and children are secure. Staff are good role models and talk to the children in a kind and friendly way. This helps the children manage their behaviour and learn to respect others.
- The setting has good relationships with parents and other professionals. Communications are good and parents appreciate the way staff prepare their children well for school.

It is not yet outstanding because:

- At times, staff are too quick to help children manage tasks and activities that they could do by themselves to enable them to solve problems independently and be willing to 'have a go'. Assessments of children's progress do not give the manager and staff the information necessary to accurately identify the progress of different groups of children across the setting.

What the setting needs to do to improve further

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

- give children time and space to complete tasks independently, when appropriate
- develop assessments of children's progress so that they give managers and staff the information necessary to identify the relative performance of groups of children across the whole setting.

Inspection activities

- The inspector observed activities inside and outside, including the quality of teaching.
- The inspector talked to the children, and held discussions with several members of staff at appropriate times during the inspection.
- The inspector carried out a joint observation of staff practice and discussed this with the manager.
- The inspector looked at a selection of documentation, children's assessment information, policies and procedures, and evidence of the suitability and qualifications of staff.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Jennifer Cutler

Inspection findings

Effectiveness of the leadership and management is good

Self-evaluation is good and helps the manager and staff make continuous improvements. For example, the manager is exploring ways to develop further the monitoring of staff practice. The manager currently supports staff well through appraisals and discussions. She monitors children's individual progress well to identify any gaps in learning and seek additional support if necessary. Good recruitment procedures ensure that staff are suitable to work with children. Safeguarding is effective. Staff have a thorough understanding of how to keep children safe. Positive links with the community are helping children to understand the wider world and think of others. For example, they visit the local church and take part in fund-raising events.

Quality of teaching, learning and assessment is good

The well-qualified staff use good quality teaching to help children develop the skills they need for the next stage of their education. Children are extremely secure, and play in a warm and caring environment. This has a good impact upon their learning and the progress they make. Staff seize on children's interests and plan interesting activities for them, encouraging parents and children to contribute their ideas. Staff are accomplished in guiding the children's learning and promoting good speaking and listening skills. A spacious environment enables children to develop physical skills and to let off steam in the garden or in the large hall. Staff make learning fun. For example, children have an exciting time when they balance on crates and imagine that sharks are swimming around them. Assessments of children's learning provide good information for planning activities.

Personal development, behaviour and welfare are good

Children are confident and well-motivated because they have strong relationships with adults. Newcomers to the pre-school settle in smoothly, and quickly feel happy and secure. Behaviour is good and staff deal sensitively with any conflicts. Children play well with one another and cooperate happily with adults. Children enjoy mealtimes and happily chat to adults and classmates. They understand simple health routines and confidently make their needs known. Staff teach children to stay safe through reminders, discussions and practical skills, such as cutting fruit safely.

Outcomes for children are good

Children really enjoy their time at the pre-school. Children are excited about reading and writing and are well prepared for school.

Setting details

Unique reference number	135973
Local authority	South Gloucestershire
Inspection number	836455
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	30
Number of children on roll	38
Name of provider	Apple Tree Pre-School, Kingswood Committee
Date of previous inspection	1 March 2012
Telephone number	0117 9568749

Apple Tree Pre-School opened in 1995 and operates from the Scout Hall in Soundwell, Bristol. The group opens during term time only. Sessions run from Monday to Thursday from 9am to 12 noon and from 12 noon to 3pm. On Friday the group operates from 9am to 12 noon. The pre-school is funded to provide free early education for children aged two, three and four years. There are eight members of staff working with the children; seven hold relevant early years qualifications at level 3.

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