

Apple Tree Day Nursery

62 Main Street, Sprotbrough, Doncaster, South Yorkshire, DN5 7RJ



Inspection date

11 January 2016

Previous inspection date

15 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Children are happy, safe and secure in the nursery. They have developed secure relationships with staff who care for them very well, supporting their development and emotional well-being.
- All children make good progress in their learning and development. They are achieving key milestones that are expected for their age. This means that children are well prepared for the next stage in their learning, including the move on to school.
- Staff listen attentively to children as they play and encourage them to talk about what they are doing. This helps to promote young children's communication and language skills.
- Partnerships with parents are strong. Parents are very happy with the warm, homely environment that the nursery offers them and their children. They know how well their children are progressing because staff regularly share information about their child's learning and development with them.
- Leaders and managers have made good improvements since the last inspection and are clear in their vision to ensure continuous improvement. Staff are supervised well and have plenty of opportunities to develop their knowledge and understanding of effective early years practice. This leads to improved outcomes for children.

It is not yet outstanding because:

- Staff do not provide enough opportunities for older children to practise their early writing skills.
- Staff do not always provide children with enough opportunities to explore their interest in information and communication technology.

What the setting needs to do to improve further

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

- provide more opportunities for older children to practise their early writing
- increase opportunities for children to use and explore information and communication technology resources.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with one of the managers.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences.
- The inspector held a meeting with the manager. She looked at a sample of policies, including risk assessments, and discussed the manager's procedure for self-evaluation. She checked evidence of the suitability, qualifications and recent training of staff working in the nursery.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

Inspector

Tara Street

Inspection findings

Effectiveness of the leadership and management is good

The owner, managers and staff reflect on the service they provide. They all demonstrate an eagerness to improve and strengthen their practice. There is effective management of staff's performance and clear and appropriate support is given through frequent supervision sessions and staff meetings. The arrangements for safeguarding are effective. Staff have a full understanding of their roles and responsibilities and know the appropriate action to take if they are worried about a child's welfare. Managers undertake frequent monitoring of children's progress and have high expectations that any gaps in learning should be narrowed as quickly as possible. Staff work closely with external agencies to support disabled children and those with special educational needs. They understand, assess and meet all children's individual care and learning needs well.

Quality of teaching, learning and assessment is good

Staff plan a good range of activities that are appropriate to each child's interests and support their next steps in learning and development. As they observe children's achievements, staff make notes about what they have seen. This information is then fed into planning so that activities are matched to each child. As a result, children make good progress and are keen to engage in the activities provided. During play, staff question, show, suggest and explain ideas to enhance children's learning experiences. Babies enjoy making sounds with wooden spoons and building a tower of blocks which they enthusiastically knock over. Toddlers and older children have a wonderful time as they eagerly use jugs, bottles and sponges to scoop and pour water into different sized containers. Pre-school children develop their imagination as they happily dress up and pretend to be builders. Staff help extend children's learning by using words, such as hard hat and goggles when talking about the role of a builder.

Personal development, behaviour and welfare are good

Staff ask parents a good range of questions about their child when they first attend and throughout their time in the nursery, which provides staff with a wealth of information. This information is used to establish effective care routines and ensure that all children's needs are met. Staff support and encourage children to try new foods at meal and snack times and keep parents well informed about their successes. This has a positive impact on children's health and well-being. Children are confident and their self-help and physical skills are developing well. They enjoy the outdoor environment where they ride, push and climb on equipment. Children work together well as they play ball games and use spray bottles and watering cans to make marks on the floor.

Outcomes for children are good

The tracking and monitoring of individual children and of groups of children is effective. The manager identifies dips in achievement and quickly puts measures in place to help close the gaps. All children, including disabled children and those with special educational need are progressing well towards the early learning goals, in preparation for school.

Setting details

Unique reference number	318110
Local authority	Doncaster
Inspection number	1027955
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	82
Number of children on roll	165
Name of provider	Charlene Hyde
Date of previous inspection	15 April 2013
Telephone number	01302 851156

Apple Tree Day Nursery was registered in 1994. The nursery employs 15 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, one holds a level 4 qualification and 10 hold level 3 qualifications. 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. It supports disabled children and those with special educational needs.

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