

Apple Tree Day Care Nursery

The Cider House, Wild Country Lane, Long Ashton, Bristol, Avon, BS41 9AG



Inspection date

6 September 2017

Previous inspection date

28 February 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The monitoring of staff practice has identified some weakness in the quality of teaching. However, action taken has not been successful in raising the standard. The quality of teaching is not yet good.
- The assessment and planning procedure is not yet fully embedded enough to raise the quality of the experiences and activities that are planned for children. Plans are not precisely targeted using the children's capabilities, to help them to make the progress of which they are capable.

It has the following strengths

- Children behave well, they take turns, listen and follow instructions well. For example, they tidy up the toys and line up nicely to go into the garden.
- Children learn about what it is to be healthy and the importance of physical exercise. They take part in weekly exercise sessions during which they learn about their bodies and the effects that exercise has on them. Children use this knowledge well as they refer to the muscles that they are using as they play alongside their friends.
- Staff build close relationships with the children and their families. Parents say that they are happy with the care that their children receive and feel well informed about their children's learning.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

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| ■ target the support and guidance for staff more precisely to raise the quality of teaching to a consistently good level. | 11/09/2017 |
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To further improve the quality of the early years provision the provider should:

- improve staff use of the newly introduced assessment and planning systems to ensure that activities planned build effectively on what each child knows and can do, to achieve better outcomes for children.

Inspection activities

- The inspector took into account the views of the parents spoken to on the day of the inspection.
- The inspector observed the quality of teaching and the interactions between the staff and children.
- The inspector looked at written documents, including staff files, policies, procedures and risk assessments.
- The inspector held a leadership and management meeting with the leader and manager, and spoke to the staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the leader.

Inspector

Victoria Nicolson

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff have a good understanding of the local procedures that they should follow if they have concerns about a child's welfare. The secure procedure for the recruitment of staff means that the staff are aware of their responsibilities and are safe and suitable to provide care for children. The leader and manager have developed links with other local professionals and with their support have made improvements to the service that is being provided. The leader and manager have worked well to implement new methods to assess children's progress. However, these systems are not fully imbedded in practice and the quality of teaching is still variable. While outcomes for children are improving, not all children are making good progress.

Quality of teaching, learning and assessment requires improvement

Weekly planning of activities is targeted to the children's individual next steps in learning. However, the plans are not always well thought out and activities lack challenge. Some staff understand how children learn and follow their interests well. For example, through skilful staff encouragement, children enjoy retelling their favourite story as they act it out imaginatively in the garden. Other staff do not fully understand how to support children with their learning. For example, some staff tend to take the lead too often and do not give children the opportunity to carry out simple tasks independently. Children have a wide range of resources and equipment to choose from and show confidence in making their own choices about with what they would like to play. Staff support children's language and communication skills well. For example, they share stories with children and talk to them about their games as they play.

Personal development, behaviour and welfare require improvement

Children are happy and secure in the setting. They develop close friendships with their peers and seek them out to join in play and to share experiences. For example, they involve each other in role play and discuss their dressing-up clothes as they change their outfits. Staff carry out regular checks to ensure that children are safe, they talk to the children about risks in the environment to help them to learn to keep themselves safe. For example, children know not to run on the ramp to the garden in case they go too fast and hurt themselves. Weaknesses in the overall quality of teaching and planning mean that children are not always challenged and motivated to learn and this affects their all-round development.

Outcomes for children require improvement

Children are confident and sociable. Younger children enjoy exploring different textures and materials through sensory play and older children are starting to develop their literacy skills. For example, children practise their early writing skills as they make patterns and marks in flour and draw details on their artwork. Children gain the basic skills to support them in the next stage of their learning, but not all children achieve well.

Setting details

Unique reference number	EY240994
Local authority	North Somerset
Inspection number	1086669
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 - 4
Total number of places	48
Number of children on roll	34
Name of registered person	Apple Tree Day Care Nursery Ltd
Registered person unique reference number	RP520864
Date of previous inspection	28 February 2017
Telephone number	01275 395295

Apple Tree Day Care Nursery opened in 1997 and is privately owned. The nursery is located in the village of Long Ashton, on the outskirts of Bristol. It is open each weekday from 8am to 6pm. The nursery provides free early education for children aged two, three and four years. There are 11 members of staff, nine of whom hold an early years qualification. The owner has early years professional status.

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