

Apple Tree Pre-School

Sidmouth Infant School, Manstone Avenue, Sidmouth, Devon, EX10 9TJ



Inspection date

21 June 2018

Previous inspection date

29 September 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The staff do not have a secure understanding of all the possible signs that may indicate a child is at risk of harm and do not consistently follow their policy and report concerns about children's well-being to the relevant agencies in a timely way. This significantly compromises children's safety and welfare.
- The provider does not have a sufficient understanding of the actions to take if a concern is raised about a member of staff. This compromises the setting's ability to keep children safe.
- The manager does not carry out progress checks for children aged two years.
- The provider has failed to notify Ofsted of the appointment of new committee members to ensure all required suitability checks are completed within the 14-day timescale.

It has the following strengths

- Key persons have a secure knowledge of children's individual needs and make good use of experiences to support their learning.
- Children are confident, independent learners. They happily enter the setting and excitedly share their achievements with staff members. They concentrate well and focus carefully on the exciting experiences on offer.
- Staff consistently model very good practices in sharing and taking turns. They treat the children with respect at all times. Consequently, children learn to care for one another and understand the group rules.

What the setting needs to do to improve further

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

	Due Date
■ ensure that all staff gain a secure knowledge and understanding of how to recognise possible child protection concerns at the earliest opportunity and to report any issues in a timely and appropriate way to promote children's welfare	20/07/2018
■ ensure that the manager gains a secure understanding of the actions to take should an allegation be made against a member of staff, including reporting concerns to the Local Area Designated Officer and Ofsted	20/07/2018
■ complete the required progress checks for all children between the ages of two and three years	20/07/2018
■ develop knowledge and understanding about when to notify Ofsted of any changes to committee members so that the necessary suitability checks can be completed.	20/07/2018

Inspection activities

- The inspector conducted a joint observation with the pre-school manager.
- The inspector took account of parents' views.
- The inspector held a meeting with the manager and spoke with staff and children during the inspection.
- The inspector observed the quality of teaching both indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector checked relevant documentation and evidence of the suitability of staff and committee members.

Inspector
Jo Beighton

Inspection findings

Effectiveness of the leadership and management is inadequate

Arrangements for safeguarding are not effective. The manager and staff lack a secure knowledge of some aspects of child protection and do not take appropriate action when they have concerns about children. The manager does not have a sufficient understanding of the procedures to follow should an allegation be raised against a member of staff or whom they should notify about this. The provider has also not notified Ofsted of new committee members so suitability checks can be carried out. This inhibits the provider's ability to keep children safe. Nonetheless, staff have taken steps to create a safe physical environment for children. For example, there is a secure entry system and clear rules for the safe storage of mobile phones. The manager has a clear view of the strengths of the setting and the quality of staff's interactions with children to support their learning. She regularly reviews the progress children make. She uses the new assessment system to identify and plan experiences that ensure different groups of children, as well as individual children, make good progress in their learning. However, the progress check for children aged between two and three years is not carried out.

Quality of teaching, learning and assessment is good

Staff skilfully and consistently maximise opportunities to extend all children's learning. For example, during an activity, they help children to progress rapidly from working out which car has travelled furthest, to adding marks for measurements and then numerals to quantify the distance. Children are confident communicators who can clearly explain their ideas and thinking processes. Staff share some information about children's learning with parents, however they do not make the best use of these systems to include all parents in the process.

Personal development, behaviour and welfare are inadequate

Significant weaknesses in leadership and management mean that children's safety and welfare are not assured. Nonetheless, the manager uses supervision and informal support to help staff build their confidence and expertise to support children's learning and development. They have introduced a variety of new ideas to help children to manage their feelings and behaviours. For example, they use picture fobs and cards to help children label and recognise different emotions. Children learn to share using timers and are encouraged to use 'words' in their interactions with others. They are delighted when their good behaviour is recognised and are rewarded by having their picture card placed on the rainbow.

Outcomes for children are good

Children are well prepared for school. Younger children count and work out quantities while older children add two lots of items together, then find, recognise and record numerals to reflect their sums. Children know that marks have meaning and point to the 'no entry' sign and explain that it means you cannot take the lid off that box. They are learning to write their names and know that they should start at the left side of the page when writing.

Setting details

Unique reference number	105826
Local authority	Devon
Inspection number	1126496
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	18
Number of children on roll	30
Name of registered person	Apple Tree Pre-School Committee
Registered person unique reference number	RP521294
Date of previous inspection	29 September 2015
Telephone number	01395 577233

Apple Tree Pre-School registered in 1999. It operates from one of the sites of Sidmouth Primary School. The pre-school receives funding to provide free early years education for children aged two, three and four years. The pre-school is open from 9am until 3pm on Monday to Thursday during school term times. There are six members of staff. Of these, one holds an early years qualification at level 6, one holds a qualification at level 4 and two hold qualifications at level 3.

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.

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