

Apple Blossom Kindergarten

The Beehive, Cringle Park, Errwood Road, Manchester M19 2PF



Inspection date	29 January 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

- Staff at the kindergarten know children in their care well. Children are well settled and secure in their environment and enjoy good relationships with the staff team.
- Children display independence and confidence. They have full ownership of their environment and access play resources easily. Children benefit from well-established routines. Staff give structure to their day and an understanding of time.
- Staff monitor children's learning and development regularly and are able to identify any areas that require specific support. They share reports with parents to ensure they are fully informed of their children's abilities and development.
- Staff's relationships with parents are very strong. Parents speak highly of the kindergarten. They comment on the progress their children are making and the strong communication that takes place to keep them informed of important achievements and matters of interest.
- The staff team and management complete regular audits of the kindergarten and reflect on what can be done to improve practice. They have put plans in place to drive forward quality and enhance the opportunities offered to children to extend their learning.
- Although most children respond well to the behaviour management strategies, sometimes staff do not maximise the opportunities to fully support children who are new to the setting to understand the rules.
- Staff have developed partnerships with other early years settings and schools, although they do not fully exploit these to provide the highest levels of consistency and support to enable children to make the best possible progress.

What the setting needs to do to improve further

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

- enhance the strategies used to build on children's understanding of their behaviour to provide a higher level of support as children settle into the setting
- build on the links with other providers to promote a consistent approach for children's learning in key areas and next steps.

Inspection activities

- The inspector observed activities indoors and outdoors and assessed the impact these have on children's learning.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector viewed all the areas used for childcare. She sampled a range of documentation, including children's records, policies, and evidence of suitability for all staff.
- The inspector evaluated activities with staff during the inspection and assessed the impact of play on children.

Inspector
Shelley O'Brien

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are fully aware of their responsibilities to protect children and have a clear understanding of the signs, symptoms and indicators of abuse. They are aware of the procedures to follow should they have any concerns about a child's welfare or allegations against adults. Staff regularly update their knowledge through training sessions and have knowledge of new safeguarding issues that may affect children in their care or local area, such as forced marriage or radicalisation. Children are further protected through staff's thorough risk assessments of the rooms and the outdoor areas. The staff support each other well. They communicate consistently throughout the sessions and share information about children immediately to support their experiences. Staff are monitored by the management team. Regular appraisals and team meetings help to keep staff focused, quality to a good standard, and challenging play offered to children.

Quality of teaching, learning and assessment is good

Children enjoy the freedom of their environment. They follow their own interests under the supervision of staff, who skilfully question and comment to extend play and imaginations. Staff provide ample opportunities and natural resources for children to use and explore. Children happily count, talk about colours and groups of objects as they thread objects with string. They engage in imaginative role play and create fantasy worlds where they are princesses in castles, with fierce dragons patrolling the moats. Children dress up and invite their peers to join in, showing confidence and positive social skills. Staff lead story time sessions that are engaging and enjoyable for children. They respond to children's questions swiftly and actively encourage them to talk about the story and what they observe is happening. This supports children's communication and language skills.

Personal development, behaviour and welfare are good

Staff support children's understanding of a healthy lifestyle from an early age. Children are keen and confident gardeners, sowing seeds and growing a multitude of plants, fruit and vegetables. They eagerly tend to their plants and discuss how they have grown. They harvest fruit and vegetables to use in daily meals and also to share with parents. Staff's use of natural resources outdoors, such as wooden sleepers and tyres, supports children's logical thinking. They build bridges and create activities together, working out the best possible locations for items to make them secure so they can climb and walk on them. Children enjoy weekly nature walks in the local park. They explore the changing seasons, and the animals they spot create talking points for learning. They learn the importance of keeping their environment tidy and support each other in their tasks.

Outcomes for children are good

Children are happy and enjoy being together in the kindergarten. They display self-confidence, independence and high self-esteem. Children are avid explorers and thrive in their outdoor areas. They follow established routines with ease and are able to care for their own personal needs well. Children are learning the necessary skills needed for the next steps in their learning and education.

Setting details

Unique reference number	EY541201
Local authority	Manchester
Inspection number	10089549
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	3 - 5
Total number of places	16
Number of children on roll	13
Name of registered person	Manchester Steiner Ltd
Registered person unique reference number	RP908001
Date of previous inspection	Not applicable
Telephone number	07708151058

Apple Blossom Kindergarten registered in 2016. The setting promotes the Steiner approach and employs four members of childcare staff. Of these, two members of staff hold an appropriate early years qualification at level 3. The setting opens from Monday to Wednesday, term time only, from 9am until 2pm.

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