

Apple Tree Day Nursery

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



Inspection date

5 April 2019

Previous inspection date

11 January 2016

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

- Children make good progress in their learning during their time in the nursery. Overall, they acquire the knowledge, skills and understanding they need to succeed in their future education. Older children are well prepared for starting school.
- Relationships with parents are extremely positive. A very high percentage of parents gave written evidence or spoke to the inspector. They typically comment on the warm and welcoming environment, children's good progress and the sense of fun staff generate. Staff's regular and detailed communications to parents contribute to the children's good achievement.
- The manager is ambitious for all children to learn in a stimulating environment and achieve well. She has high expectations and considers the views of parents and staff to guide the nursery's further development. She is strongly supported by the staff team and the nursery's owner.
- Staff plan stimulating and imaginative activities to engage children's interests and promote curiosity. For example, they help children develop their understanding of shape and measure when they fill different sizes and shapes of container with sand, in their beach role-play activity.
- Staff help children to develop good personal and social skills. Children learn to cooperate and play and learn together. They are well behaved and learn to follow increasingly complex instructions.
- The procedures to evaluate all aspects of the quality of provision are not consistent and systematic enough to drive improvements to the very highest levels.
- The range of books and other reading material is not always easily accessible and consequently too few children make regular use of them.

What the setting needs to do to improve further

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

- strengthen procedures for evaluating the quality of provision to ensure comprehensive and systematic review of all aspects of the nursery's work and achievements
- increase opportunities for children to select and enjoy a wide range of books and other reading material.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector held meetings with the manager and the provider. He looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector

Andrew Clark

Inspection findings

Effectiveness of leadership and management is good

The manager leads a committed and experienced team of staff who share a drive for sustained improvement. She supports staff to improve the quality of their teaching, for example through observations of their practice. She enables them to access a range of training opportunities, including to strengthen the support for children with special educational needs and/or disabilities. The staff form very strong links with other settings children attend, which contributes to good continuity in their learning and development. Arrangements for safeguarding are effective. Almost all staff have first-aid training and know how to respond to an accident. Staff are well deployed to supervise children. They attend regular child protection training and ensure their knowledge and understanding is up to date.

Quality of teaching, learning and assessment is good

Staff make good use of detailed information from parents to identify children's starting points and provide positive support from the outset of children's nursery experience. Ongoing assessments of children's progress are used effectively to plan activities that help them to reach the next steps in learning. Activities are matched to children's needs and interests. For example, staff use children's interest in a well-known bear hunt story to enrich their colour-mixing skills and awareness of facial features, in creative mask-making tasks. Staff help children to extend their language and communication skills. For example, they help babies recognise words and phrases by singing simple activity songs such as 'wash, wash, wash your hands' and repeating key words to them. Staff ask well-considered questions with clear articulation. They hold children's attention well and deepen their learning experiences.

Personal development, behaviour and welfare are good

Staff set a very good example for children to follow, by their gentle and courteous manner. They consistently praise and support children well. Children are polite and friendly. They learn to take turns and share resources with each other. Children and their parents know their key person very well. This helps children to settle in quickly and to develop their independence and confidence. Children have a good sense of responsibility and tidy up after themselves with enthusiasm. Staff promote children's knowledge and understanding of healthy lifestyles and good hygiene procedures. They help them to make healthy choices at snack and mealtimes and to try new food from the well-planned and well-prepared nutritious menus. There are rigorous procedures to safely manage children's allergies and food intolerances.

Outcomes for children are good

Children develop early reading and writing skills well overall. They follow well-told stories and enjoy singing songs. They extend their mark-making skills in their sand play and creating chalk and paint patterns on the outside fences. Children make good progress in developing physical skills, such as managing scissors effectively and manoeuvring wheeled vehicles.

Setting details

Unique reference number	318110
Local authority	Doncaster
Inspection number	10072857
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 11
Total number of places	82
Number of children on roll	176
Name of registered person	Indicate Limited
Registered person unique reference number	RP535247
Date of previous inspection	11 January 2016
Telephone number	01302 851156

Apple Tree Day Nursery registered in 1994. The nursery employs 16 members of childcare staff. Of these, one holds a level 4 early years qualification and 12 hold level 3 qualifications. The nursery opens from Monday to Friday all year round, apart from the Christmas week and bank holidays. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

