

Apple Barn Pre School

53 Bentfield Causeway, Stansted CM24 8HU



Inspection date	11 July 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Children are filled with a sense of excitement and anticipation as they arrive every day ready for a new adventure. Practitioners work exceptionally well together to provide children with a highly stimulating environment that sparks children's imaginations. Children are fascinated by the nature around them and are free to explore it in a very dynamic way. For example, children are very aware of the pig and duck in the next field and learn about how they live.
- Partnerships with parents are extraordinarily strong. Parents value the truly amazing experience that their children receive and are absolutely delighted with how happy their children are, the progress they are making and how caring, kind and supportive the practitioners are. They are thrilled that their children attend the setting.
- Children thrive. Their learning develops through a wide range of rich experiences. For instance, when children learn about how things grow, their understanding is enhanced through opportunities including having a baby visit the pre-school and visiting a local residential care home. Children are captivated by baby chicks that have hatched and checking on goose and peacock eggs that are incubating. They explore the life cycle of a butterfly through stories, a diverse and imaginative array of craft activities and many insect hunts through the fields and woods nearby.
- Children have profoundly strong relationships with the practitioners, resulting in a strong sense of well-being and emotional security. Practitioners are exceptionally sensitive to each child's individual needs and adapt every aspect of the day to meet children's requirements. Children with special educational needs and/or disabilities are particularly well supported.
- Teaching is highly effective. Practitioners know exactly what outcomes they are looking to achieve as they very sensitively guide children in their learning. This helps to ensure that children are happy and curious and always willing to try new things.

What the setting needs to do to improve further

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

- continue to pursue ongoing professional development through training and research to keep improving and raising standards even further.

Inspection activities

- The inspector spoke to the management team, practitioners and children at appropriate times throughout the inspection.
- The inspector spoke to parents during the inspection and took account of their views and feedback.
- The inspector carried out a joint observation with the manager and held discussions with her regarding the children's learning and development.
- The inspector held a meeting with the management team and checked evidence of the practitioners' qualifications and their suitability to work with children.
- The inspector observed the children and practitioners inside and outside in the garden area.

Inspector

Angela Doherty

Inspection findings

Effectiveness of leadership and management is outstanding

Managers are inspirational and a powerful ethos is at the heart of everything that they do. Safeguarding is effective. Practitioners place a high priority on keeping children safe. They are aware of the procedures to follow should they have any concerns about children's safety and welfare. Regular supervision meetings and appraisals help to ensure that practitioners are highly motivated and delivering teaching to the highest standards. Managers identify that the continual training and development of staff is important in helping to ensure that teaching is raised to an even higher level. Managers constantly seek feedback from parents and advice from other professionals. They proactively implement new initiatives to make valuable improvements to their practice. Settling-in sessions are highly effective in supporting the emotional needs of children when they first start and promoting excellent communication with parents.

Quality of teaching, learning and assessment is outstanding

Practitioners hold regular planning meetings which are instrumental in ensuring that children make the best possible progress and reach their full potential. Practitioners are highly skilled and intuitive and have expert knowledge on how children learn. Practitioners are extremely proficient in identifying gaps in learning and drive teaching forward to close these. Children are free to play outdoors and delight in the excellent activities and resources provided. For instance, play at a water table ignites children's early love of mathematics and science. Children explore, investigate and problem-solve while being highly cooperative with their friends. Children learn how to manipulate the flow of water in the stream by filling the dam to different volumes, and how, by releasing the plug, they can produce a flood of water.

Personal development, behaviour and welfare are outstanding

Children are extremely well behaved, and they relish every learning opportunity given to them. They soak up all new knowledge. Children are completely absorbed in all activities as they are superbly innovative and imaginative. Children are valued for their unique qualities and personalities. They learn about democracy as they vote for which route to take on a treasure hunt and understand that they may not have the deciding count. Practitioners give children the structure, care and challenges to bring out the very best in them. Practitioners use every opportunity to maximise and extend children's learning. For example, at snack time, they teach children the benefits of healthy eating, and the children know that pirates eat oranges and lemons to prevent them from getting scurvy. Children receive an abundance of praise for trying new fruit and learn how it makes them grow stronger and healthier.

Outcomes for children are outstanding

All children make outstanding progress from their starting points. Children receive superb guidance from practitioners as they learn independence skills. They confidently make their own decisions. For example, children making treasure maps use their own initiative to find the resources they need to sponge tea onto their maps to stain the paper. Older children gain excellent early literacy and mathematical skills in readiness for school.

Setting details

Unique reference number	EY548191
Local authority	Essex
Inspection number	10108352
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	15
Number of children on roll	33
Name of registered person	Bass, Joanne
Registered person unique reference number	RP548190
Date of previous inspection	Not applicable
Telephone number	01279 647256

Apple Barn Pre School registered in 2017. The provider employs four members of childcare staff, including herself. Of these, two are qualified to level 3 and the provider has qualified teacher status. The setting opens from Monday to Friday during term time. Sessions are from 9am until 3.30pm. Staff provide funded early education for children aged two, three and four years.

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

