

Apple Trees Nursery

Waters Upton Hall, Waters Upton, TELFORD, Shropshire TF6 6NP



Inspection date

17 July 2019

Previous inspection date

26 September 2014

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

- Staff have positive relationships with other professionals, including those who support children with special educational needs and/or disabilities (SEND), and the local school. This helps them to identify any specific resources or support needed. Staff attend relevant training that gives them the skills they need to ensure children with SEND make good progress.
- Staff develop positive relationships with children. For example, they recognise and treat each child as an individual, give reassurance, smiles, praise and they play alongside them. This helps children to feel relaxed and safe and to engage in new experiences. Parents state that their children have blossomed since attending the nursery and that their confidence has increased.
- Staff enhance parents' understanding about how their child's learning can be best supported at home, such as through daily chats, and sharing photographs and children's next steps in their learning.
- The manager has regular conversations with staff where they can seek advice and discuss their future training requirements. She regularly observes the staff's performance to make sure that their teaching skills are consistently strong. Outcomes for all children are good.
- Some staff do not always organise group times effectively so that younger children are encouraged to fully concentrate and engage in the activities.
- Staff do not always use the information they gather from observing children to support them to make rapid progress in their learning.

What the setting needs to do to improve further

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

- support children's learning at group times to encourage all children to be more involved and to extend their concentration skills
- use the information gathered from observing children more effectively, to help children make rapid progress.

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 evaluated staff's assessment of children's progress and how they plan for children's next steps in learning.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, including children's records and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents and children spoken to on the day and from information included in the nursery's own parent survey.

Inspector
Linda Yates

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have attended child protection training. They are fully aware of the signs of abuse and the procedures they must follow if they have any concerns about a child's welfare. The manager seeks the views of parents, children and staff and uses this information to identify ongoing improvements. She reviews the environment to make sure that it motivates children to learn and supports them to develop their skills across all aspects of their learning.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn and develop. For example, they encourage children to self-register and find their own name card and attach it to the small artificial tree. This helps to develop children's independence and literacy skills. Staff make sure that circle time provides the older children with regular opportunities to increase their knowledge. For instance, children learn about the days of the week, the months of the year and begin to recognise and write letters. Furthermore, they learn about the weather, count how many people are present, talk about the date and practise writing numbers. Staff read a story to the children about searching for a bear through grass, mud, water, a forest and snow. They provide children with opportunities to re-enact the story and search for a teddy bear hidden outside. For example, children walk on the grass, stand on the soil and splash their hands in the water. This, along with encouraging the children to join in with repeated phrases from the book, helps them to fully understand the story. Children squeal with delight when they find the teddy bear and staff hold the bear and pretend that it is chasing them.

Personal development, behaviour and welfare are good

Children enjoy the responsibility of carrying out small tasks. For instance, they set the table ready for their snacks and pour their own drinks. Staff encourage children to cut up and eat a range of fruits at snack times. They provide children with help when needed, and praise each child for their attempts at cutting the fruit, which develops their self-confidence. Staff act as good role models. They support children to follow the rules and help them to learn how to stay safe. Children access a broad range of activities outside and enjoy fresh air and exercise. This helps to promote their good health and physical well-being.

Outcomes for children are good

All children make good progress and develop the skills they need in readiness for school. For example, they engage in imaginary play as they pour pretend cups of tea and dress their dolls. Children closely observe caterpillars in the nursery as they change into chrysalises, then emerge as butterflies. They then release them outdoors. Children explore mud, get messy and have fun. They have weekly visits to the forest school site where they experience hands-on learning in a woodland environment. They enjoy weekly music-and-movement sessions. Children are happy, self-assured and interact freely and enthusiastically with staff.

Setting details

Unique reference number	EY397103
Local authority	Telford & Wrekin
Inspection number	10106650
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 5
Total number of places	16
Number of children on roll	6
Name of registered person	Bishop, Judith Ann
Registered person unique reference number	RP511375
Date of previous inspection	26 September 2014
Telephone number	07713 155 822

Apple Trees Nursery registered in 2009. The nursery employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 3. The nursery opens on Monday, Tuesday, Wednesday and Friday during term time only. Sessions are from 9.30am until 1.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

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