

Inspection of Apple Tree Day Nursery & Kidz Club

27 Church Drive, Markfield, Leicestershire LE67 9UH

Inspection date: 17 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff have high expectations of children. They provide children with interesting opportunities to develop their curiosity and learning. Staff help children to explore with real-life objects. For example, while playing in the role-play area, children cut up real vegetables and fruits, such as aubergines, with a knife. Children use their senses to consider what an aubergine feels and smells like. They confidently share their thoughts as they suggest that aubergines feel 'heavy' and 'soft'. Children concentrate well and become engrossed in their imaginative play. They enjoy acting out the experience of cooking a pasta lunch, which they proudly give to staff to eat.

Children show that they feel happy and emotionally safe. They enjoy lots of attention from familiar staff and quickly settle into the nursery routine. Children develop close and strong attachments with adults and each other. They behave well and play cooperatively together with their friends. Children are praised for sharing resources, such as rolling pins, while exploring with play dough. They enjoy taking responsibility for simple tasks. For example, they select utensils which they place on the table for lunch. Children are motivated and eager to join in because activities build on their developing interests. For example, after children show a particular interest in exploring dinosaurs, they have great fun seeking toy dinosaurs that staff have hidden in the garden.

What does the early years setting do well and what does it need to do better?

- Staff know their key children very well. They take time to get to know children and their parents and build strong and trusting relationships. Parents comment on the 'fantastic staff' who help their children to make good progress. They state that staff communicate well with them both verbally and by using written diaries. Parents particularly like the small, home-from-home environment promoted by staff, which they say helps children to feel safe and secure.
- Children benefit from new experiences that prepare them well for their future success. For example, they develop their confidence, social skills and learn to manage their behaviours, while interacting with others. This is a new experience for those who do not live with other children at home.
- Staff use assessment effectively to provide children with a well-planned curriculum which reflects their interests and next steps in learning. Managers and staff monitor children's progress and quickly identify any gaps in learning. This information is recorded very well in the progress check completed for children between the ages of two and three years. Staff work closely with parents to help children to catch up swiftly in their learning and development.
- Managers and staff use additional funding, such as the early years pupil premium, very well. For example, they fund a dance teacher to help children to

develop their confidence and physical and emotional well-being, through their enjoyment of music and movement.

- Children are fascinated by the world around them. They enjoy exploring and running outdoors and climbing ropes, which helps to develop their physical skills. Children develop skills in technology as they confidently use an electronic device to take photographs of their environment.
- Children enjoy being creative. They use their imagination as they create a caterpillar or dinosaur using play dough. Children use mathematical language as they count the number of eyes and legs. They enjoy praise for their achievements as staff exclaim, 'that's amazing!'.
- All staff engage well with children and join in with their play and ideas. They listen to what children say and ask questions to develop children's confidence to talk. However, staff do not use their interactions to fully challenge all children to develop a rich vocabulary and understanding of language.
- Children confidently share their thinking and ideas. For example, while exploring Russian dolls made of wood, children suggest that they feel 'soft'. However, staff do not always check children's understanding to identify misconceptions and provide clear explanations to improve their learning.
- Managers and staff are dedicated and work well as a team. They explore their professional development at regular supervision and appraisal meetings. Managers and staff agree targets to improve their knowledge and skills and to promote their well-being. Staff state that they are supported well by managers with regards to their workload.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good understanding of their responsibilities to safeguard children. They know the signs and symptoms which may indicate a child is at risk of harm. Staff update their training to support their knowledge of child protection and wider safeguarding concerns. This helps to promote children's safety and well-being. Leaders follow robust recruitment procedures. They carry out in-depth checks to make sure staff are suitable to care for children. The manager has an effective system to monitor staff's ongoing suitability. Staff carry out daily checks to make sure hazards are identified and minimised. Children are safe as they play.

What does the setting need to do to improve?

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

- improve the interactions between staff and children to fully challenge all children to develop a rich vocabulary and understanding of language
- make sure staff check children's understanding to identify misconceptions and provide clear explanations to improve their learning.

Setting details

Unique reference number	223186
Local authority	Leicestershire
Inspection number	10070966
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 to 11
Total number of places	45
Number of children on roll	64
Name of registered person	Steven Chadwick and Yazmin Chadwick Partnership
Registered person unique reference number	RP522751
Telephone number	01530249872
Date of previous inspection	8 April 2015

Information about this early years setting

Apple Tree Day Nursery and Kidz Club, Markfield, Leicestershire, registered in 1998. The nursery employs 10 members of childcare staff. Of these, one member of staff has early years professional status, one holds an appropriate early years qualification at level 6, one holds a qualification at level 5, and seven staff hold qualifications at level 3. The nursery opens Monday to Friday, from 7am until 6pm. The nursery provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Dianne Adams

Inspection activities

- The inspector observed the quality of the education curriculum during indoor and outdoor activities. She assessed the impact this has on children's learning and development.
- The inspector spoke with staff and children during the inspection.
- The inspector carried out a learning walk with the manager.
- The inspector held meetings with the owner and manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection. She also took account of the written views of parents, provided by the manager.

We carried out this inspection 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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