

# Report for childcare on domestic premises

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Inspection date: 1 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Not applicable
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and demonstrate that they feel safe and secure. They develop positive relationships with their friends and staff. Staff promote children's independence well and support them to self-select resources, pour their drinks and get ready to go outside. Children play well together and are confident in their environment. They explore the large outside area with ease and excitement.

Younger children show perseverance. They attempt to blow bubbles from a wand and after many attempts exclaim, 'I did it!' Older children work together to solve problems. For example, they ask their friends to help them push a large ball uphill. Throughout the nursery, children persevere to test out their play ideas.

Staff value children's ideas highly. They hold conversations to support language skills and talk about their favourite stories and nursery rhymes. Staff use information provided by parents to plan for future activities and negotiate what they would like the children to learn next.

Children behave exceptionally well, and staff act as good role models. They talk calmly with the children and praise their good behaviour. Children take clear pride in their successes. For instance, they beam with delight when wearing the crowns that they have made.

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

- Overall, there is strong leadership and management. The manager supports the well-being of staff effectively. She has a clear vision and is passionate about seeking ways to support families. She has considered the impact of the COVID-19 pandemic and, as a result, she ensures that staff support the emotional needs of each child. Staff feel highly valued and report that the manager supports them to develop professionally.
- The manager works well in partnership with other professionals. For example, she arranges for a speech and language therapist to visit the nursery and communicates with other settings that children also attend.
- Staff do not always fully plan routines as effectively as possible. There are several times during the day when children are expected to line up and are left waiting for extended periods, such as at lunchtime and when using the outdoor play area.
- Most staff confidently plan activities that are age appropriate and which capture children's interests. However, some staff are more skilled than others at adapting activities to fully engage all children, particularly the youngest.
- Children enjoy playing outside in the fresh air and are able to manage small risks when doing so. For example, older children slow down when negotiating a large

slope. They are motivated and physically competent movers.

- Parents speak exceptionally highly of the nursery. They comment that their children make good progress and are happy. Parents say that they have received extra support from the manager and are very appreciative of the warm approach of staff towards them and their children. Parents really enjoy the daily updates and photos that give ideas for learning at home.
- Children enjoy looking at books and singing songs. They choose favourite rhymes and excitedly shout, 'Oh I love this. This is my favourite!' Staff are attentive to ensure that all children get the chance to choose during circle-time activities.
- Babies have strong attachments with staff and, as a result, they thrive. They go to the staff for comfort and reassurance. Babies enjoy the variety of well-planned messy play and rhyming activities that are provided. Staff model sharing, and the babies take it in turns to blow the bubbles and then pass the wand to their friends.
- Staff support children to develop literacy skills as they play. For example, during a water painting activity, children are encouraged to say the sound at the beginning of their name and then paint it on the fence. Children of different abilities are challenged appropriately during the same activity.
- The manager ensures that progress checks for children aged between two and three years are carried out and shared with parents. This helps to ensure that any developmental concerns can be identified and addressed in a timely manner.

## Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead (DSL) has a secure knowledge of her role and ensures that the staff team has current child protection training. Staff have a sound knowledge of safeguarding and indicators of abuse. This includes the signs that may indicate a child is at risk of female genital mutilation, extremism and county lines. The DSL and staff are confident in knowing how to make a referral in line with local procedures. The manager has an excellent understanding of safe recruitment procedures. She ensures that checks are carried out to verify staff's ongoing suitability to work with children.

## What does the setting need to do to improve?

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

- review and improve some aspects of the daily routine to make them more purposeful and to avoid unnecessary waiting times for children
- target support more precisely for individual staff to understand how to adapt activities to fully engage all children, particularly younger children.

## Setting details

<b>Unique reference number</b>	2575774
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10239413
<b>Type of provision</b>	Childcare on domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 8
<b>Total number of places</b>	16
<b>Number of children on roll</b>	25
<b>Registered person unique reference number</b>	2575773
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Apple Tree Nursery School registered in 2020 and is located in Ovingdean, Brighton. The nursery employs seven members of staff, including the manager. Six members of staff hold appropriate childcare qualifications. The nursery is open from Monday to Friday for 51 weeks of the year. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Tina Lambert

### Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager and the inspector had a learning walk together and discussed the manager's intentions for children's learning.
- The inspector viewed all areas of the nursery where children play, eat and sleep.
- The inspector carried out a joint observation with the manager.
- A meeting was held between the manager and the inspector. The inspector looked at relevant information, including evidence of the suitability of staff.
- A range of relevant documentation was viewed by the inspector.

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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