

Inspection of Apple Tree Pre-School

Deers Lodge Scout Hut Deerhurst, Soundwell, BRISTOL BS15 1XH

Inspection date: 2 May 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are happy in this pre-school. They eagerly run to greet their friends and staff as they say goodbye to their parents. Children are confident and secure. Staff build strong relationships with children. They recognise the positive impact this has on children's learning and development. The curriculum is effective and ambitious for all children. Children of all ages are motivated and curious. They are good communicators and enjoy explaining what they know and can do. For example, they eagerly explain they are making rainsticks out of various materials. They enjoy exploring the sounds they make. Children of all ages develop creative skills. They cut and glue colourful paper onto paper discs to decorate their rice-filled rainsticks. Young children develop sorting and matching skills as they complete wooden puzzles.

Staff support children to enjoy learning experiences in the local community. For example, they regularly visit the local park to play. Children extend their physical skills such as running and balancing. Children develop intergenerational relationships during visits to the nearby elderly care home. Staff understand the importance of effective interactions. They hold lovely conversations with children of all ages. They use calm and supportive voices to encourage children and regularly celebrate children's achievements. Staff support all children to be ready for the next stage of learning. Children with special educational needs and/or disabilities (SEND) are well supported and all children make good progress in their learning and development.

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

- Staff recognise children's interests and prior experiences. They use this information to influence their planning of activities. For example, children have an interest in insects. In response, staff guide them to learn about the life cycles and habitats of different insects. Staff include a rich vocabulary to support children's communication. They count minibeasts and discuss and name shapes on insect bodies to develop mathematical skills further. However, staff do not extend children's understanding of different cultures, religions and similarities and differences as well as they could.
- Managers have created a learning environment which offers a wide variety of learning opportunities. They have designated one room for quieter play and the other room for louder games, including ball games and jumping, to further develop children's physical skills. However, the level of noise from children's play and staff communications is very loud in both rooms. As a result, there are limited opportunities for children to enjoy quiet time to concentrate and engage more fully.
- Staff encourage children to enjoy the fresh air and play outdoors often. Younger

children like to roll balls along a pipe, developing their hand-to-eye coordination. They develop their coordination as they pedal sit-on cars and bikes. Staff encourage children to try new activities and children develop confidence in their abilities. Older children develop a sense of responsibility. They help staff check the garden for risks before playing in the outdoor space. They use a 'checklist' to see if the garden is free of risks and safe to use.

- The special educational needs and disabilities coordinator is knowledgeable and experienced. She has good relationships with agencies that offer SEND support. She integrates effective strategies for children with SEND. Staff quickly recognise when children have additional needs and offer effective and timely support.
- Managers have strong relationships with parents. They provide home learning bags, for example containing cooking activities or mathematics activities, that help build the link between home and the pre-school. Parents feedback how children happily explain what they have been doing during the day. For example, after learning about orangutans, the rainforest and caring for our planet, children explain to parents about why we should not eat foods containing palm oil and how we can help the planet by recycling.
- Behaviour is positive and children are kind and helpful. They listen and respond eagerly to instructions. Children help each other. For example, older children cooperate, building a brick home together. Others enjoy a group game of role play, pretending to be animals and crawling to their den.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- extend opportunities to support children to understand and celebrate similarities and differences and to learn more about the different religions and cultures
- provide children with calm and quiet areas so they can engage in activities for longer to help them to develop their concentration even more.

Setting details

Unique reference number	135973
Local authority	South Gloucestershire
Inspection number	10317411
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	33
Name of registered person	Apple Tree Pre-School, Kingswood Committee
Registered person unique reference number	RP910406
Telephone number	01179568749
Date of previous inspection	22 May 2018

Information about this early years setting

Apple Tree Pre-School registered in 1995 and operates from the scout hall in Soundwell, Bristol. It opens during term time only, Monday to Thursday from 9am to 3pm and Friday from 9am to midday. The pre-school is funded to provide free early years education for children aged two, three and four years. There are six members of staff working with the children. Of these, two staff members hold a level 6 early years qualification and four members hold a level 3.

Information about this inspection

Inspector

Victoria Jones

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The deputy manager and the inspector completed a learning walk of the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector carried out a joint observation of an activity with the manager and, together, they evaluated this.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector read feedback from parents and gained their views of the setting.

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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