

Appletree Childrens Nursery

Inspection report for early years provision

Unique reference number EY336106
Inspection date 22/06/2009
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Appletree Children's Nursery was registered in 2006. An established nursery has been on this site since 1992. The setting is privately owned and operates from a converted Victorian house with grounds, near the centre of Yeovil, Somerset. The accommodation has been converted to provide seven play rooms and two sleep rooms, over two floors. In addition there is a separate entrance hall, kitchen, laundry room, an office, and toilet facilities for the children and staff. There is a fully enclosed area of the rear garden available for outside play. The nursery is open each weekday from 07.00 to 18.00 all year round, with the exception of bank holidays and the Christmas period. Children attending the nursery come from Yeovil and the surrounding rural areas and have a range of social backgrounds.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 42 children may attend the nursery at any one time. There are currently 81 children on roll, all of whom are in the early years age range. The nursery is registered to receive government funding for early education. They support children with learning difficulties and/or disabilities, and those who have English as an additional language.

The nursery is run by the owner who holds a BTEC National Diploma in child care and education. There are 18 members of staff employed, which includes two co-managers who are qualified to level 3. Most of the rest of the team are studying towards an early years level 3 qualification.

Overall effectiveness of the early years provision

Overall, the quality of the early years provision is satisfactory. Children are happy, settled and develop confidence and a good sense of belonging. They are cared for in a generally safe, and welcoming environment where they are involved in a range of activities, both inside and out. Effective, ongoing communication with parents contributes to caring staff knowing the children as individuals, which enables them to meet their welfare and development needs appropriately. There are some methods in place which identify certain areas for development, which helps maintain satisfactory improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that all potential hazards in the garden are removed or inaccessible to children
- review staff deployment to ensure that younger children are fully supported at all times
- ensure all areas and resources used by children are kept clean and well maintained
- develop consistency in staff interaction, so that children are regularly

challenged to build on existing skills, experiment, think critically and solve problems within the activities that interest them

- improve children's access to resources to enable them to express their own ideas, and initiate and extend their own play and learning.

The leadership and management of the early years provision

Clear recruitment procedures ensure that new staff are suitable to work with children. Staff generally implement policies and procedures to promote children's welfare and safety. They complete risk assessments regularly and carry out daily checks so that children can move around freely and in safety. However, identified hazards in the garden area are not always removed immediately to fully promote the children's safety. Children's medication and accidents are suitably managed, and required records are in place and completed appropriately. Overall, staff have a sound understanding of safeguarding children, which includes how to recognise signs and symptoms of abuse and the procedures to follow with concerns. Staff work well together as a team, they have clear and consistent roles and responsibilities, therefore, sessions tend to run smoothly, so children know what to expect and feel secure with a sound sense of wellbeing. Staff deployment is effective at most times throughout the day so that children are well supervised and cared for. However, there are occasions such as lunch time when staff take breaks and the needs of the younger children are not always met.

Staff promote positive relationships with parents and carers. There is a wealth of information supplied to parents in the form of displays, notice boards and a comprehensive prospectus. Staff make themselves available on a daily basis to share information verbally with parents to help meet children's individual needs. In addition, they receive a daily report sheet which includes food intake and activities enjoyed. Parents' input is welcomed towards the children's progress records on a termly basis, and they are invited to discuss the records with their child's key worker at consultation evenings. Staff have established links with other settings that children attend to share information towards their development. Children with additional needs are well supported by the Special Educational Needs Coordinator who liaises with parents, staff and connected professionals to ensure they are included.

Management carries out some methods to help identify areas for development, including staff appraisals and 'reflection and action' plans. As a result, for example, the outside area is being developed and children are allowed more freedom of choice in whether they play inside or out during some parts of the day. The nursery have made some improvements since the last inspection as the recommendations have been partially met. Aspects of children's learning and development have improved as a result of changes in the assessment system and the play environment for younger children. However, equipment for nappy changing is not well maintained and the system for monitoring staff effectiveness has not improved consistency.

The quality and standards of the early years provision

Children throughout the nursery are happy, settled and secure. They make good relationships with staff and each other, developing confidence in making their needs known. Children behave well. They know what to expect through familiar routines. Older children respond well to being given tasks of responsibility such as laying the table, and serving their own food at lunch time, which also develops their independence in practical tasks. All children receive regular praise and encouragement, which helps boost self-esteem. Younger children move about freely and confidently, playing with interest and excitement. They express themselves openly and join in singing, music and stories with enthusiasm, but have limited opportunities to problem solve in their play, although resources are available to promote this area of learning. Younger children's physical development is supported to promote their core strength, balance and mobility indoors and in the garden, where they run freely and use a range of small and large scale equipment. Children use their imaginations in some creative activities. For example, they act out real life situations in role play such as going shopping, cooking food, or being a fire fighter. There are daily opportunities for mark-making, however, children have limited independent access to additional resources to express their own ideas and extend their own play and learning. Children learn about growth and change through planting projects in the garden and help care for the rabbits and guinea pigs to learn about living things. Older children have daily access to a computer and some are developing competence in using a mouse to move images on a screen. They are encouraged to 'write for a purpose' as they name their own art work or make lists during role play. Some children are able to form recognisable figures and letters, and recognise initial sounds.

Overall, staff have a sound understanding of the Early Years Foundation Stage learning and development requirements. There is a balance of adult-led and self-chosen activities, however, some adult-led tasks do not encourage children's own creativity or promote extended skills. Staff have developed a suitable observation and assessment system which helps to identify a focus for each child's development on a termly basis. Although these are included in the weekly planning of activities, they are not always effectively promoted to ensure that all children make good progress in their learning. Staff are not consistent in their interaction with the children in order to set appropriate challenges to enhance children's play and learning.

Children's health is promoted appropriately. Babies' routines are discussed with parents and respected. Older children learn good procedures for their own personal hygiene and start to make healthy choices in what they eat through the good example set by staff. For example, at snack time children choose from a selection of nutritious options such as cheese, crackers and fresh fruit. They enjoy freshly cooked meals and can access a drink whenever they are thirsty. Children are cared for within a generally clean and hygienic environment, although not all areas and resources are clean and well-maintained to promote good health. Children have daily opportunities for fresh air and exercise as they play in the garden. They use a variety of equipment such as wheeled vehicles, rockers, tunnels and climbing frames to develop large muscle skills. Children learn about

aspects of their own safety as they negotiate stairs, use tools and equipment safely and know what to expect in an emergency situation through regular practises.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met