

# Little Appleseed

The Bethel Hall, High Brooms Rd, Tunbridge Wells, Kent, TN4 9DA

## Inspection date

Previous inspection date

03/12/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

The effectiveness of the leadership and management of the early years provision

2

## The quality and standards of the early years provision

### This provision is good

- Children are confident talkers using a wide range of vocabulary. This is because staff promote children's communication and language development well.
- The pre-school environment is rich in written words, helping children to understand that print conveys meaning.
- Staff use observations and assessments effectively to enable children to make consistently good progress in their learning and development.
- Partnerships with parents are effective in sharing a range of information to support children's learning and development, and care needs.
- The manager supports and encourages staff to attend training courses to enhance their knowledge and understanding.

### It is not yet outstanding because

- Staff do not always fully organise the environment effectively to enable children who want to play quietly to do so away from those engaged in more boisterous activities.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector spoke to children and staff at appropriate times, and observed practice throughout the pre-school.
- The inspector spoke to staff about children's starting points, progress and next steps in learning.
- The inspector looked at children's learning journals and a sample of documents.
- The inspector spoke to parents to gain their views on the pre-school.
- The inspector conducted a joint observation with the manager.

## Inspector

Victoria Cheeseman

## Full report

### Information about the setting

Little Appleseed re-registered in 2012. It is privately owned and is situated in a residential area in the High Brooms area of Tunbridge Wells. It operates from a church hall. Children use the main hall and a side room with toilet facilities. The staff have access to a kitchen and an office area. There are two small, narrow enclosed outdoor play areas. The pre-school is open each weekday from 8.30am to 3pm, term time only. The pre-school is registered on the Early Years Register. There are currently 56 children on roll in the early years age range. The pre-school supports children with special educational needs and/or disabilities and those who learn English as an additional language. The pre-school provides funded early years education for two-,three-, and four-year-old children. There are 10 members of staff. The manager holds an appropriate level four early years qualification and seven of the remaining staff hold appropriate early years qualifications.

### What the setting needs to do to improve further

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

- make greater use of the available space by placing activities which develop children's imaginative and physical skills further away from quieter, calmer activities.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

The quality of teaching is good. Staff know children well and are aware of their current interests, which enables them to provide resources and activities which children enjoy. Staff communicate effectively with children, making good eye contact and using facial expressions as well as words. This helps children to know they are being spoken and listened to. Consequently, children enjoy talking to staff and are confident talkers, using a good range of vocabulary. Staff recognise when to allow children to develop their own ideas through play and when to provide support and guidance. Staff provide a wide range of resources for children. This helps to interest and engage children in their learning. For example, staff provide children with a light box to enable them to explore colours, shapes, letters and numbers. Staff skilfully ask children a range of questions to develop their thinking skills. The environment is rich in written words and labels to help children understand that print conveys meaning. To further support this and help children to make sense of their environment, staff use photographs of the children using the toys and equipment. To help reinforce numbers and counting, staff use photographs of groups of children with the corresponding numbers.

Staff make regular assessments of children's progress and all children are making good progress from their starting points. Children with speech delay are supported well with

one-to-one activities and the use of simple signing. Staff share children's assessments with parents and offer advice as to how they can support children's learning at home. This shared approach helps to support children. Staff have introduced a system of planning for activities which encourages the children to start with a simple concept and then develop their own ideas. For example, the staff gave children a selection of wet fresh fish, bought from the local supermarket. The children used their senses to smell and touch the fish initially. This evolved into talking about the different names of the fish as the children created somewhere for the fish to live, using a range of natural resources. Children and staff then together looked at books and maps to identify where fish might live. This style of teaching supports children to engage in their own learning. Children enjoy child-initiated play, but also enjoy group times with staff, where they talk and share information, play games and learn and sing songs together.

The staff generally make good use of the available space to arrange the activities according to children's interests and needs. For example, they provide some larger physical play equipment for those children who want to engage in role-play and more physical activities. However, sometimes, staff do not arrange these activities away from areas where children want to engage in quieter activities, such as looking at books. This means that children who are playing quietly are sometimes disturbed.

### **The contribution of the early years provision to the well-being of children**

All children are greeted warmly upon arrival and settle quickly into the day. Staff make time to talk to parents and share information. Children are happy and confident, and enjoy spending time with staff. Staff have good relationships with children, providing them with the confidence to explore their environment, join in and have a go. Staff take time to get to know the children and their families well so that they can fully support them. Consequently, staff provide tailored support for all children, which enables them to meet their individual needs well. Staff model good behaviour, which helps children to learn to behave well. They understand the boundaries, as they share and take turns using resources with their friends.

Staff promote children's good understanding of healthy lifestyles. Staff provide a wide selection of healthy food for breakfast and snack. Staff encourage children to be independent and serve themselves and pour their own drinks. There is a happy rhythm to the day and children understand the routines of the day. A child comments that 'now we tidy up, then we have a story and then we are learning the nativity'. These familiar routines help children to feel settled and confident as they know what is going to happen next. There are plenty of exciting resources which are stored at children's level, so they can be independent. Children enjoy art activities. Staff praise the children for their creations, which staff display around the pre-school. This helps to develop children's confidence and self-esteem.

Staff support children well as they prepare them to move onto school. Staff invite the reception teachers to the pre-school to meet the children and to share information about the children. This helps to provide children with a smooth move to school. Staff use group

times to talk to the children about starting school and provide local school uniforms in the dressing up box, so that children can get used to what they will be wearing and can practice getting dressed and undressed. As a result, children are able to move to school confidently.

### **The effectiveness of the leadership and management of the early years provision**

The leadership is strong. The manager and supervisor work well as a team to support the professional development of all staff. They both have a good understanding of the Early Years Foundation stage and have implemented and embedded into practice, all relevant policies and procedures. There is a strong commitment from the whole team to keeping children safe. The safeguarding policy is thorough and includes the use of mobile phones and the procedure to follow if staff are concerned that a child is at risk. Staff are confident in all safeguarding procedures. The manager and supervisor take joint responsibility for the recruitment of all new staff and they have robust systems in place for induction of new staff. Half of the staff are first aid trained, which means that any accidents are dealt with quickly and efficiently.

Staff track children's progress effectively through the good planning and assessment systems. Staff gather children's starting points through conversations with parents and initial observations. Regular ongoing observations and assessments are made on all children and meaningful next steps are planned, so that all children make good progress from their starting points. There is a strong commitment to self-evaluation. The manager regularly reviews the educational programmes and staff's practice to identify areas for improvement and encourages staff to offer ideas as to how they can enhance the experiences of children. For example, staff and the manager have introduced a new planning system to enable children to take ownership of their learning and evolve their own ideas. At team meetings, staff discuss the best ways in which to meet the needs of all children, meaning that self-evaluation is a whole team effort.

The manager keeps a training plan to identify staff's training needs. This helps to support the individual professional development of all staff. Staff have annual appraisals and regular supervision meetings to support them in their roles at work. This helps the manager and staff identify how to best meet the needs of the children and to discuss their own professional development. The supervisor models good practice with children, so that staff understand what is expected of them. Consequently the quality of teaching is consistently good and ensures that children are effectively supported in their progress towards the early learning goals.

The staff have good links with other professionals, such as local reception teachers and speech and language therapists. This helps to promote a consistent approach in supporting children's care and learning needs. Staff work well in partnership with parents, sharing information through informal chats at each end of the day, parents evenings and written information such as newsletters. Staff share children's assessments with their

parents, celebrating their achievements and identifying where extra support is required. Parents' views are valued. A suggestion box and questionnaire helps staff to gather parent's views. Parents state that they are happy with the service that the pre-school provides and that staff are helpful, friendly and support their children very well.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY430125
<b>Local authority</b>	Kent
<b>Inspection number</b>	881708
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Sandra Chapman
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01892535679

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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