

Apple Tree Day Nurseries (Kettering) Limited

23 Scott Road, KETTERING, Northamptonshire, NN16 9JX

Inspection date	08/07/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children's learning is promoted excellently by an enthusiastic and highly motivated staff team who understand the importance of working with children's interests. They consistently provide an exemplary variety of stimulating and challenging activities that promote children's learning through play.
- Organisation within the nursery is superb. Staff complete comprehensive observations of children, which are reflected in the planning to meet their individual needs. This ensures every child makes excellent progress in their learning and development taking account of the starting points in their learning.
- Children with special educational needs and/or disabilities receive excellent consideration and their needs are met superbly by staff. This enables them to make very good progress from their initial starting points.
- This vibrant, lively and welcoming environment enables children to feel settled, secure and valued. Children form excellent relationships through the effective key person system. Consequently, their needs are consistently met.
- Robust systems are in place to monitor practice and ensure children are stimulated and challenged in all areas of their learning and development. Staff plan effectively as they clearly identify children's individual needs. As a result, they make excellent progress in their learning.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held a meeting with the owner and the managers of the provision and spoke to staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector observed activities in all rooms and the outdoor learning environment.
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.

Inspector

Tracey Boland

Full Report

Information about the setting

Apple Tree Day Nursery (Kettering) Ltd was re-opened in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is privately owned and operates from a converted private residence in the town of Kettering, Northamptonshire. Children have access to an open plan learning environment and an enclosed outdoor area. The nursery serves the local area and is accessible to all children.

The nursery is open Monday to Friday for 52 weeks of the year from 8am to 6pm. There are 54 children attending the setting. Children attend for a variety of sessions. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs seven members of childcare staff. Of these, one holds the Early Years Professional Status and early years qualification to level 6, four hold appropriate early years qualifications at level 3, one holds level 2 and one is unqualified. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the already excellent involvement of the children in the life of the nursery, to encourage their understanding of their own safety and that of their friends, through their involvement in assessing risks both indoors and outdoors.

Inspection judgements

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

Children make excellent progress in their learning and development taking into account their starting points. Parents and staff work closely together as children begin their placement. Comprehensive information provided by parents effectively supports children's early learning and helps them make superb progress right from the start. This information is used alongside staffs own observations of each child to plan effectively for their individual learning needs. Photographs are used effectively to illustrate the activities children enjoy and displayed around this vibrant and engaging environment enabling children to recall past events and experiences, sharing them with their parents and family members. Throughout the nursery, continuous observation and assessment of children during activities informs the next steps in their learning. Key people use their in-depth

knowledge of the children to plan individualised activities that encourage children make remarkable progress in line with their interests. Staff plan an excellent variety of activities using their knowledge of the seven areas of learning and of their children. Consequently, children gain confidence and skills that prepare them extremely well for the move to school. Staff ensure a variety of adult-led and child-initiated activities take place according to children's age and abilities. Staff understand the need to concentrate on the prime areas of learning with younger children and the progress check for children at age two are completed alongside parents, whose comments are actively sought and included. Parents are actively involved in their child's learning and contribute to their child's progress check and ongoing assessments, sharing what they have observed their child involved in at home. This successfully nurtures partnerships between staff and parents and has a positive impact on children's learning.

Children with special educational needs and/or disabilities receive particularly nurturing and supportive care and learning. They make excellent progress from their initial starting points. Practitioners work closely with their parents and other professionals involved to ensure their individual needs are catered for. For example, the nursery uses specialist equipment to stimulate children's interest and furniture to maintain children's comfort and enable them to be actively involved alongside their peers.

The nursery's commitment to engaging with parents successfully enhances the link between the nursery and children's home environments. Parents are welcome to involve themselves in activities that take place, especially cultural events and celebrations. Parent evenings take place twice a year and key people share children's learning with them. There is great emphasis on sharing and partnerships within the nursery and children's sharing books are always available for parents to see and can be taken home to look through at leisure. Parents are encouraged to make their own comments also. Parents are actively encouraged to acknowledge their child's achievements at home which are added to their sharing books. A wide range of information displayed on the noticeboard and in the entrance area of the nursery is regularly updated to help keep parents up-to-date with events and topics of interest. Newsletters inform parents about the wide range of forthcoming events and the nursery's on line social site is another way of sharing information and photographs with parents.

Children are offered delightful opportunities in the outdoor area and have created their own 'den'. Here they have created their own pictures and labels and an area to sit enables them to develop their imagination further. They run, hide and chase through the area. Children enjoy using the growing area to plant seeds. They water and care for them as they watch them grow into plants, such as, potatoes, onions and beans. They monitor their growth and measure them to see which ones are bigger or smaller, tall or short. This contributes to their understanding of a healthy diet as they pass the fully grown plants to the cook to use in their lunches and snacks. Such activities develop their self-esteem and they feel pride in their achievements.

Children explore music and movement in many ways both indoors and outdoors. For example, making their own sounds with saucepans, wooden spoons, ladles and using saucepan lids as symbols. They sing their favourite songs while making sounds with their 'instruments', making the sounds softer, louder and really loud and responding to the

commands of the member of staff to change the sounds they are making. Indoors they move their bodies to the rhythm of music, swirling, dancing and waving their ribbons in time to the music to reflect the various sounds and beats.

Children are eager to become involved in activities actively seeking staff and settling down to play. A large group of children enthusiastically select from a wide range of materials, boxes, pipe cleaners and ribbons and use glue and sticky tape to attach them together. They use their good manners asking staff and their friends to pass them certain things, such as scissors enabling them to attach items together. One child shows a member of staff the rocket they have made, turning it round while the child shows her and explaining which way the rocket will fly and where its engine is. Children develop their knowledge and understanding across all areas of learning as they use different electronic toys and equipment including the computer programs. Staff support children to gain their skills when using the mouse and older children are also supportive of the younger children, showing them where to 'click' to open a game. There is an explosion of colour as they use their imagination with paints, crayons and chinks and their artwork is displayed throughout the nursery. Children explore their imagination extremely well. For example, their recent project on pirates involved making their own pirate ship. They painted it and made doors enabling them to get in and out easily. Children walked the plank by placing a milk crate next to the boat and placing a wooden plank on the top of it. They explored their ideas of being a pirate through creating their own story of a pirate's life. Photographs encourage them to recall the activities, involving their parents. The wonderful learning opportunities offered to children throughout the nursery promote their rapid development and help prepare them superbly well for the next steps in their learning.

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

Children are extremely happy, relaxed and confident in this vibrant, child-focused environment. Staff know children exceptionally well and their introduction into the nursery is relaxed and set at a pace that is reflective of the parents and child's needs. Children's individual routines are incorporated into the day staff ensure comforters from home are available which effectively helps them settle easily. Children develop high levels of confidence and self-esteem through the praise and encouragement they receive from staff who celebrate their achievements. Staff value children's contribution to planning and clearly enjoy listening to their comments and ideas. Children are inquisitive, active learners who move freely around the nursery taking their play between the inside areas and outdoors as they wish. Parents speak highly of the settling-in process which they feel is extremely effectively and helps ease the transition for both them and their child.

Behaviour is excellent as children consistently learn about sharing, taking turns and being kind to their friends. Staff are excellent role models and gently remind children what is acceptable behaviour where needed. Children have been actively involved in developing the rules within the nursery and these are displayed around the nursery with photographs of the children to reinforce the importance placed on valuing each other. Staff sensitively support children as they learn to resolve minor squabbles and disagreements between themselves.

Children's independence is continually nurtured superbly as they become confident in managing their personal care. Meal times are an excellent social occasion for all children and they enjoy a wide variety of healthy, nutritious, freshly prepared meals and snacks each day. Staff take meticulous care in ensuring they are fully aware of children's individual dietary needs, allergies and preferences. Robust routines within the kitchen ensure there are no opportunities for children to come into contact with foods that are unsuitable for them. Children have made their own named placemats. At meal times they identify their names and sit in the corresponding chair. Children are chosen each day to help set the table with plates, cups and cutlery. This encourages them to learn respect for one another and develop their independence skills further.

Staff support children as needed as they serve their own foods and ample foods are provided enabling children to choose if they would like a second helping. Children are actively involved in growing foods within the garden and pick them when ready, taking them to the cook enabling her to use them in her cooking. This encourages children to understand all about the food chain. The nursery continually encourages children's understanding of eating foods that are good for them keeping themselves healthy by keeping themselves fit and active. Their achievements have been acknowledged and they hold a Heartbeat award for healthy eating.

Children learn to manage their personal needs exceptionally well. Older children confidently use the bathroom, washing their hands at appropriate times throughout the day and brushing their teeth after meals. Their understanding of the importance of taking good care of their teeth is enhanced in the visits made by dentist who reinforces the benefits of taking care of their teeth. Younger children's care needs are met extremely well by staff who sensitively change nappies and encourage toilet training. Pictures and labels encourage the children to recognise the value of washing their hands well. Children's safety is given the highest priority and comprehensive risk assessments have been completed to cover inside and outside areas and outings are separately and individually considered. Consideration is now being given to including children in their own assessment of risk, building their understanding of their own safety and things that can be done to minimise them. Fire drills are recorded and the results evaluated to ensure the evacuation procedure remains suitable and limits any risk to children.

The learning environment is extremely well-organised so children can select their toys from labelled boxes. A successful free flow system in all rooms enables them to decide when they would like to continue their learning outdoors. Resources are interesting, provide excellent challenge and maintain a high level of fun while they learn. Through the high quality resources and motivation and skilful challenge from staff, children's all-round development is supported to a very high standard. Children engage in stimulating and challenging activities and their independence are continually encouraged results in them becoming capable, confident learners.

Staff demonstrate a superb understanding of the individual needs and interests of the children which includes any additional or medical needs. Robust systems are in place to monitor minor accidents to see if there are any emerging issues with regard to safety. Medication is administered and clearly recorded. Staff maintain excellent communication with parents who countersign all medical records at the end of the day.

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

The management team within this flourishing nursery are motivated, keen and supportive of all of the staff. They in turn are proactive in ensuring the care and well-being of the children is continually met. Their ethos is to offer children an environment where they learn through having fun and a superb range of activities and play opportunities that stimulate, challenge and inspire them to learn. Therefore, giving children the tools to make choices in an environment where they feel safe, secure and included. This exciting environment allows children to develop a sense of freedom, moving around the rooms and garden freely and safely, exploring everything around them which their learning. Parents speak extremely highly of the support the nursery provides and how approachable and kind staff are, always giving time to chat and talk about their child's progress and acknowledging their achievements. Parents spoken to are thrilled with the care their children receive and speak enthusiastically of the dedicated, caring and efficient management and staff. They actively recommend the nursery to friends and family. They feel care is fantastic and nothing can be improved as it is already 'the best'. Staff are highly valued and their ongoing professional development is a priority and is monitored to ensure staff have the most up-to-date and current information, therefore, continually developing their skills. The owner and managers are excellent role models for the staff team. Managers work within the rooms and the owner plays an active part in the day to day running of the nursery and knows all of the children personally.

Monitoring and evaluation of the educational programmes is excellent and as a result children make the best possible progress and their individual needs are extremely well known and met. The owner's excellent understanding of the learning and development requirements is cascaded to the staff team through discussion, sharing ideas and the effective monitoring of practice. This ensures the nursery continually evolves and improves.

Annual appraisals are in place and the owner has an 'open door' policy. Documentation is maintained to an exemplary standard and staff are supported in their practice through praise and encouragement. This encourages a feeling of value, appreciation and inspires them further. The owner, managers and staff strive for excellence in all they do. Achievable goals are identified through robust, effective self-evaluation and reflective practice. Comprehensive questionnaires for parents and staff are used effectively to seek their views of all areas of the nursery, the care and the learning and educational programmes. Evaluation of all comments is formulated and a response sent to parents explaining any adjustments or actions that have been agreed and explaining how and when these will be achieved.

The owner, managers and staff all have responsibility for safeguarding children and demonstrate an excellent understanding of their role in meeting the safeguarding and welfare requirements. Staffs knowledge of the safeguarding children procedures are also to a very high standard and training is paramount in maintaining that high level of understanding. Consequently, children remain safe. Robust recruitment systems are in

place to ensure all adults are suitable to be in the proximity of children. A thorough induction procedure enables all new staff to develop an accurate understanding of their roles and responsibilities within the nursery.

Excellent partnerships with other early years professionals have been established which ensures children's learning, development and welfare needs are successfully met. Through these partnerships children's needs are identified and are effectively met through well-targeted support, therefore, enabling them to make progress. Children attend from a wide geographical area and move onto several different schools. Teachers are invited to come in to meet children and to speak with their key person. Staff talk to children about school to allay any fears or worries they may have and enthusiastically ask them all about their 'moving on days' where they visit school for a morning or afternoon. This helps smooth the transition for children as they leave the nursery to begin their formal education.

All aspects of the setting are organised excellently and clear routines and procedures further children's feeling of safety. Meticulous documentation supports the ethos and includes current legislation and requirements. Comprehensive written risk assessments reflect the vigilance of staff with regard to safety within the nursery and when out. Excellent deployment of staff ensures children are consistently supervised, and therefore, remain safe at all times. A comprehensive range of policies and procedures further safeguard children, such as ensuring mobile and cameras are not used within the nursery and health and safety. The security of the building both inside and outside ensures children play and learn in a safe and secure environment which superbly promotes their care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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

Unique reference number	EY458535
Local authority	Northamptonshire
Inspection number	903861
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	54
Name of provider	Apple Tree Day Nurseries (Kettering) Limited
Date of previous inspection	not applicable
Telephone number	01536 524404

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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