

The Apple Tree

11 Howarth Cross Street, ROCHDALE, Lancashire, OL16 2PB

Inspection date

Previous inspection date

29/10/2012

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 happy and settled and show enthusiasm as they confidently join in activities in small groups and are equally happy to play independently with their favourite resources.
- Every practitioner has high expectations for children and good awareness of how young children learn. As a result, children make good progress in relation to their starting points.
- Relationships between practitioners, parents and their children are strong. There is a high degree of trust and an appreciation of the help given in accessing specialist help and support when needed.
- All practitioners support children's good health and well-being. Children are safeguarded because the staff know the policies and procedures to be followed to protect the children in their care.

It is not yet outstanding because

- although, planning children's next steps is established throughout the nursery, there is some inconsistency in the baby room
- resources do not give all children the opportunity to use information and communication technology.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector held meetings with the manager of the provision.
The inspector looked at children's assessment records, planning documentation,
- learning journeys, evidence of suitability of practitioners working within the nursery and a range of other documentation.
- The inspector took into account the view of parents and carers spoken to on the day.
- The inspector observed activities in the nursery and outside.

Inspector

Susan Rae

Full Report

Information about the setting

The Apple Tree was registered in 2012. It operates from a new purpose-built single-storey premises in Rochdale. Children are grouped according to their ages in three playrooms and enclosed outdoor play areas are available. There is disabled access throughout the building.

Opening times are from 7.30am to 6pm each weekday, all year round, except for the Christmas period. The nursery is registered by Ofsted on the Early Years Register.

The nursery employs 11 staff to work with the children; of whom, all are either qualified or working towards a qualification. Qualifications range from foundation degrees to level 2. Additional staff are employed for food preparation. The nursery is a member of the National Day Nurseries Association and supported by 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:

- improve existing resources to allow children to readily access information and communication technology
- ensure planning and assessment is consistent for all children to ensure next steps of learning and development are effectively implemented. This particularly applies to the baby room.

Inspection judgements

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

Children thoroughly enjoy attending this nursery, which provides them with a welcoming, vibrant and stimulating environment in which to learn through play. They are happy, settled and enthusiastic, which enables them to make good progress in their learning and development. Systems to assess children's starting points on entry are good due to the close working relationships that exist between the staff and parents. Parents are encouraged to speak to their child's key person regularly. For babies and younger children, additional information on their activities, interests and routines is provided through a daily diary, ensuring that parents are actively involved in their child's development.

Children are secure in communicating their needs and preferences and they confidently approach the staff to ask for help when needed. Support is provided to children, who speak English as an additional language. Children develop their vocabulary using words such as 'spider', 'wasp' and 'tweezers' as they investigate what is hiding in the foam. Children enjoy singing actions songs, which are demonstrated enthusiastically by staff. They are also able to learn the names of the other children and staff at circle time. Children recognise their written names as they self-register.

All areas of the nursery are well organised to allow children to select activities for themselves. Staff develop children's learning through extending child-initiated activities. For example, the introduction of a large container in the water tray allows the children to

pour large amounts of water and explore the cause and effect, as the water spins round the inside of the tray. However, children's access to information and technology equipment, such as computers in some rooms is limited. Therefore, children are not readily able to develop their understanding of technology. Children enjoy the mix of adult-led and child-initiated activities. They are able to move around freely and have access to secure outside spaces where they can use a wide range of toys and equipment to promote their physical development, which is progressing well. They show confidence and safety in balancing, climbing and riding. A good range of resources, posters and play equipment that reflects cultural diversity is in place. Additionally, children learn about the wider world through daily routines and planned celebrations that include Eid, Christmas, Diwali, Bonfire Night and Easter.

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

Children settle well because staff have a thorough knowledge of their individual likes, needs and routines. The effective key person system and the good level of adult attention ensures that all children form positive and trusting relationships with the staff. They go to them for reassurance and cuddles when they are feeling tired. This provides children with a secure and safe environment for them to develop their confidence and self-esteem. Staff are flexible and if they warm to a different member of staff as they settle in, then they will move children to be with the most appropriate key person. The nursery works closely with two or three schools and have discussed what skills children need to have when they go to school. For example, sitting and listening, able to dress themselves. They, therefore, work with parents to ensure the smooth transition to other settings.

Children independently access well-organised resources and equipment in a clean, bright and colourful environment, where they are confident and develop warm and friendly relationships with staff and peers. Their artwork and mark-making skills are put on display to boost children's self-esteem. Children are well behaved and have a good awareness of right and wrong, responding positively to guidance from staff. They are encouraged and praised and their efforts are acknowledged appropriately. Children select and choose their own activities and enjoy the responsibility of carrying out small tasks, such as tidying up toys, learning skills for the future. They develop self-care skills, for example, putting on their own coats before going out outside, attending to toileting needs and making healthy choices at lunch and snack times learning skills for the future. Staff support children well, so that they understand the importance of basic personal hygiene. They all wash their hands before they eat and after using the toilet.

There is a good nappy-changing procedure for babies and young children and staff ensure that they are sensitive with them. Meals and snacks are fresh, healthy and nutritious as the food is prepared on-site. Staff have a good system in place to support children with any particular dietary needs. This procedure includes obtaining all the required information from parents, writing detailed care plans and regularly reviewing them. Children's health and well-being is very well promoted.

The effectiveness of the leadership and management of the early years

provision

Leadership and management of the nursery is strong. The manager has a good understanding of the safeguarding and welfare requirements and she ensures that these are met in a professional and efficient manner. All staff have received safeguarding training and have a secure knowledge of safeguarding issues and procedures. Staff's suitability to work with children is thoroughly checked to ensure their safety. Induction and performance management systems ensure that staff remain suitable and are clear about their roles and responsibilities through regular staff meetings, supervisions and annual appraisals. Planning and assessment for children's development are effectively implemented throughout the nursery. However, systems are not always consistent, especially in the baby room to ensure that all children's planned next steps are actively implemented.

Positive partnerships between staff and parents ensure that children's needs are well met. Parents' views are sought through discussions, parents notice board and questionnaires. Parents spoken to express how happy they are with the service provided, stating that the staff are friendly and welcoming and their children do not want to leave. They express that they extremely delighted with the staff's ability to listen and provide additional support for children when needed.

The manager undertakes a reflective and evaluative approach to the service provided and is conscientious in delivering good quality care and education for all of the children, who attend. They evaluate activities provided and ensure that children remain interested and motivated in their learning. They use the views of children, parents and staff in the evaluation provision. For example, gaining comments from staff, parents and their children on the development of spare land, what should it be used for and the resources needed.

Staff liaise with external agencies or services to ensure that children get the support they need. The partnership with other providers is effective in respect of promoting children's learning and well-being. Staff invite local school staff along to discuss individual children, in order to fully promote continuity and development.

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. 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	EY438661
Local authority	Rochdale
Inspection number	799123
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	56
Number of children on roll	46
Name of provider	The Apple Tree Private Day Nursery Ltd
Date of previous inspection	Not applicable
Telephone number	07703 552 287

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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 that are usually their 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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