

Apples & Pears Day Nursery and The Banana OOS Club

Inspection report for early years provision

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Inspector	Sylvia Cornock
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Type of setting	Childcare on non-domestic premises

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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Description of the setting

The Banana Out of School Club opened in 2003 and the Apples and Pears Day Nursery opened in 2004. It is privately owned. The nursery and out of school club operate from their own separate buildings in the grounds of Pear Tree Farm, Smallwood. The nursery operates from four rooms and the out of school from two rooms. All children share access to a secure outdoor play area. The setting is open for 51 weeks of the year from 7.30am to 6.30pm.

A maximum of 66 children may attend the setting at any one time. There are currently 117 children aged from birth to under eight years on roll. The setting currently cares for children with special educational needs and/or disabilities, and a number of bilingual children.

The nursery employs 26 members of staff who work directly with the children. Of these, 21, including the manager, hold appropriate early years qualifications and two staff are currently working towards a childcare qualification. In addition, there is one member of staff with Early Years Professional Status (EYPS) and three staff are currently working towards their EYPS.

The setting receives support from a local authority early years pedagogue. It is a member of 4Children.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare needs are rigorously safeguarded. The staff are very professional and they aspire to maintain the highest possible standards of care and education. Children make excellent progress within their individual learning journey, which is imaginatively shared through excellent partnerships with parents. Children are valued as unique individuals, and a strong inclusive ethos threads through all aspects of the setting. This includes children with additional needs, cultural diversity, travelling children and looked after children. The setting has addressed the four recommendations from their last inspection, which has had a significant impact on children's safety and learning. The continuous improvement through well-developed self-evaluation highlights areas for improvement. This includes the ongoing development of the outdoor nursery area to further promote children's learning and development and free-flow access for the pre-school-aged children. The setting's highly stimulating and challenging environment enables children to develop independent, active learning and have fun.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop the outdoor nursery area to further enhance children's learning and development in respect of offering a free-flow system for the pre-school-aged children.

The effectiveness of leadership and management of the early years provision

The staff's organisation and management are thorough. The safeguarding, complaints and emergency procedures are well known and robust. The records, policies and procedures are superbly organised and are highly effective in supporting the service. The focus is always upon helping all children to make outstanding progress and promoting their welfare. For example, staff use daily risk assessments and safety checklists to ensure that the environment is always safe, clean and fit for use. Robust risk assessments for all outings are undertaken and completed to ensure children's safety. Each child has their own key person who works closely with parents and carers and, with parental permission, visits the children in their home environment. They keep daily records of children's progress and make detailed topic and activity plans, to ensure that the six areas of learning are provided in stimulating and varied ways which also consider all the outcomes for children. As a result, children's interests are captivated, and they are quickly learning how to be healthy, safe, positive, considerate people with a desire to participate and achieve. Management and staff have a great enthusiasm for continuous improvement, and a thorough working knowledge of the Early Years Foundation Stage.

The strong management team is actively involved within the nursery and is eager to achieve the highest service standards for the local community. The whole staff team is highly motivated towards providing good quality care and education for children. Staff are committed towards their involvement in the self-evaluation documents and have identified areas for improvement and strive to implement them. The development of the outdoor nursery area to enable the pre-school-aged children to have free choice and the opportunity to access the outside play area independently is an area for improvement. Staff are well qualified and experienced, and annual appraisal systems are in place to support staff and identify future training needs. Regular staff meetings are held to further enhance staff development, and their roles and responsibilities have been clearly established. Consequently, staff work effectively as a team because they feel valued, supported and involved within the setting.

Staff ensure they have a thorough knowledge and understanding of individual children's needs. Children with special educational needs and/or disabilities are progressing well through the special educational needs coordinator working closely with other professionals and parents. Staff update resources, activity ideas, inputs, policies and procedures accordingly. Staff regularly evaluate the outcomes for the children they are caring for to ensure that the service continues to effectively improve. The staff organise the space, resources and outdoor experiences with great skill and keep all areas immaculately clean and accessible. This ensures that children receive an extremely rich and stimulating play experience, with a well-balanced mix of adult-led and child-initiated play.

Partnership with parents is superb as staff discuss every aspect of their child's learning and development with them. Displayed information, children's artwork and informative portfolios clearly display to parents the high quality care and education that is offered. Parents are able to access their child's learning profile book. In addition, parents are given their own copies of the policies and procedures of the setting. The staff welcome into the setting parents and carers, as they exchange information, in order to facilitate good liaison arrangements. The setting supports families and children from the travelling community well. Parents are included in what their child is doing, and are encouraged to continue this at home so that they too can enjoy seeing their child develop. The provider has introduced a system to liaise with schools and other carers to ensure the progression and continuity of learning supports the transition for children.

The quality and standards of the early years provision and outcomes for children

The learning environment provided by the staff and their personal skills is inspirational. They start with a clear focus upon personal, social and emotional development. There is an emphasis on self-esteem; they teach children to participate, to adopt safe and hygienic routines, to behave with pride in themselves and to have consideration for all others. Staff consistently use praise and confidence building to successfully teach children to behave well, respond enthusiastically and play cooperatively.

Resources are varied, stimulating and easy to access. The routines for indoor and outdoor play are consistently used and applied. As a result, all children feel secure, confident and at home, and make significant gains in their learning and development. Their levels of achievement are excellent in relation to their starting points and capabilities. Children's development of communication, language and literacy skills is also encouraged. They provide time for reading as children can freely access books from the wide selection provided. They sit well as some of their friends talk about events in their lives, such as moving house. Staff develop this by producing and sharing a book with all the children about moving house, and the home corner becomes a new home in role play. All children and babies throughout the nursery have stories read to them and enjoy looking at the print and pictures. Children enjoy going for walks into the community and have great fun in the extensive sensory garden, where they plant and grow vegetables and herbs. They view the local environment, observing the various animals on the farm, which creates conversations about cows, sheep and the donkeys.

The staff throughout the nursery extend children's creative and physical skills, problem-solving skills and understanding of the world, as they engage in a variety of activities which are suitable for their age and stage of development. Staff take every opportunity to develop mathematical skills, as children count objects and use imagination as they independently count how many cushions are in the book area. Most of the older children are competent in recognising numbers and letters. All children enjoy the outdoors, where they can choose activities such as, water play, sand, painting, and planting bulbs, vegetables and herbs. The cook uses what they

have grown in their lunches and staff talk with the children about being healthy. They select musical instruments which represent other cultures and countries, which are freely available. Children throughout the nursery are involved fully in all aspects of an activity from start to finish and the staff never waste an opportunity to explain why something happens or how it works.

Children's welfare is promoted by the staff to a consistently high level. They blend daily routines and activities expertly together so that children acquire competency, confidence and independence in all areas. For example, children are taught how to be safe through themes, such as practising road safety and taking part in evacuations of the building. The setting promotes healthy eating as they provide children with an understanding of what is good for us, through offering healthy snacks and meals prepared by the cook, using local produce as often as possible. Children celebrate different festivals and enjoy foods from other countries. A number of children are bilingual, bringing an awareness and understanding of other cultures into the setting. Children have an insight into the environment and the world around us and how items can be recycled. The setting focuses upon emotional and physical health and cultural diversity as they embrace and welcome everyone into a wholly inclusive environment. Children are considerate to others and are confident in choosing activities and resources of their choice.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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