

Applepips Nursery School

Inspection report for early years provision

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Inspector Lynn Amelia Hartigan

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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*.

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Description of the setting

Applepips Nursery School opened in 2009 and operates from the church hall in Little Waltham, Essex. The premises are easily accessible as there is a ramp leading into the hall entrance. A secure enclosed outdoor area is used for outdoor play activities. A maximum of 16 children aged from two to five years may attend the setting at any one time. The nursery school is open five days a week from 08:30am until 3.30pm, term-time only.

There are currently 12 children attending who are within the Early Years Foundation Stage (EYFS) years. The provision is registered by Ofsted on the Early Years register.

There are three members of staff, including the owner who manage the early years provision. Two of the staff hold appropriate early years qualifications to level two and three. All members are commencing further training.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This setting is highly effective and outcomes for children are consistently good and exemplary in some areas. Children are extremely happy, secure and settled as highly effective partnerships between providers, parents and other agencies ensure children are cared for in an inclusive environment where their protection is assured. The staff's dedication and commitment, with regard to inclusion, ensures that every child is supported and cared for exceptionally well. Leadership and management is outstanding and communicates ambition and drive to all staff members to ensure improvement is highly effective. As a result of rigorous self-evaluation there is an outstanding impact in bringing about sustained improvement to the early years provision.

What steps need to be taken to improve provision further?

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

- develop further, the systems that record extension work, in particular that link with enrichment days.

The effectiveness of leadership and management of the early years provision

The leadership and management is exceptionally good especially with regard to safeguarding. The manager has high aspirations of quality through continuous improvement and a strong commitment to equality and diversity. A clear and achievable action plan to self-evaluate and reflect, ensures all staff, children and

parents contribute to developing the nursery. All children's needs are met exceptionally well through strong and effective partnerships with parents/carers and other agencies or providers caring for the children. Exceptionally good use is made of resources which includes training. Staff development is positively encouraged and all members are commencing further training opportunities as they work toward and sustain ambitious targets.

Every member of staff have high expectations for the nursery's success and as a result, outcomes in all children's achievement and well-being is exceptionally high. The setting is extremely child friendly and welcoming, furniture, resources and equipment are of excellent quality and appropriate for all children attending. Children benefit from a well resourced outdoor play area that they are able to use throughout the day all year round, as staff deployment is highly effective.

The nursery effectively promotes equality and diversity and are successful in ensuring all children integrate well. The staff are able to successfully identify and close gaps in learning as good systems are in place to highlight these. Planning is initiated following children's interests and ideas and activities are fun, exciting and encourage all children to take part. Consequently the outcomes for children are positive. The staff have introduced the 'Leuven' scales of observation and assessment as an additional tool to support them in identifying the children's involvement and well-being. Children are able to participate in 'enrichment' learning days and these are planned to support the children's learning about the society they live in as well as other learning opportunities. Consideration however should be given to ensure that all the excellent work included within these topics are thoroughly documented.

Excellent working and robust systems in place with regard to partnership working ensures every child receives a consistent and high level of support in the early years. Robust policies and procedures in place underpin the nursery practises with regard to safeguarding. Training is maintained, recruitment, vetting and induction procedures are extensive and effective. There is a strong emphasis on keeping children safe which is evidenced through the thorough risk assessments in place. Even young children display a very good awareness of safety issues. For example, they remind each other to 'be careful' when using the plastic knife to spread butter as 'they may cut themselves'.

The staff are exceptionally committed in working in partnership with others and have developed well-established channels for communication to ensure continuity of learning and care. Parents and the children are very involved in decision-making process and staff value and action suggestions made, as promoting of an inclusive environment and enhancing the children's time at the setting is a priority. Parents and children have many opportunities to express their thoughts and evaluate their experiences as they are offered a simple document to voice their opinion regularly. As a result of excellent guidance and information for parents, that is regularly available, they are able successfully support their children's learning at home. To develop further inclusive practices the manager has aspirations to provide all documents on a CD or DVD to anyone who has difficulty reading the English word.

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

Children play a dynamic role in their learning and have consistently good levels of achievement, responding to opportunities and activities with great enthusiasm. They show high levels of curiosity, for example, children are fascinated by the fishmonger's stand, when out shopping for their snacks. They purchase some fish and put them into their water tray. They are inquisitive learners and ask many questions about the fish examining the scales close up. Due to the level of their curiosity and interest this activity is followed by an opportunity to visit the local pond and observe fish swimming. Nets are provided to see if children can catch one for themselves.

All children show that they are beginning to develop a very good understanding on how to keep themselves safe and healthy. They concentrate extremely well and are able to independently prepare their snacks having chosen what they would like, and help peel the carrots with such care and attention. They sit together and enjoy dips and fresh vegetables, pitta bread and cream cheese whilst chatting to their friends, soothing music is played softly in the background and snack is regarded as a social occasion, where children learn about sharing and good manners.

The nursery promote many of the Reggio Emilia principles with the emphasis on child led and child initiated ideas. Children are confident in expressing their thoughts and some have a mature approach to responsibility. Children are consistently busy and engaged in their work and play, making good progress in relation to their starting points and capabilities. Excellent staff attention and respect for each child's uniqueness ensures all children have a strong sense of security and feel safe within the nursery. There is a real sense of valuing everyone as an individual and as a result behaviour is very good. Children are encouraged to discuss their concerns and to find a conclusion for themselves supported by the staff. For example, children playing in the garden feel frustrated when their games are interrupted by children riding past on their bikes. A decision is made with the children's participation, to chalk a zebra crossing on the ground, enabling those wanting to cross the garden to do so safely, whilst those on the bikes learn to stop, take responsibility and learn to consider others.

Children have an excellent understanding and take responsibility of their own personal hygiene. Prompt posters in the bathroom remind children of the routine for toileting and hand washing. A scrupulously clean and bright environment is provided by the staff who are good role models for the children. Children understand the importance of a healthy lifestyle as conversation, activities around good health and exercise re-enforces the children's learning. Children understand the importance of wearing sun cream and hats in the summer and the effects on their body. They talk confidently on how to dress appropriately in different weathers. An inviting book area is available for children who feel tired, bright bean bags, cushions and blankets provide a cosy space to rest.

Children have ample opportunities to communicate and develop numeracy skills

which supports children in developing skills for the future. They confidently use everyday technology such as mobile phones, cash registers and keyboards, sending e-mails to 'Australia'. All staff have an expert knowledge of the Early Years Foundation Stage and their enthusiasm, innovative and inspirational teaching motivates children to learn effectively. Organisation of the information gained through rigorous and quality observations is used effectively to guide planning. Relationships between the staff and children are excellent.

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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