

# Apple Tree Child Care

21 Church Road, Flamstead, ST. ALBANS, Hertfordshire, AL3 8BN



<b>Inspection date</b>	18 October 2016
Previous inspection date	12 October 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff work closely in partnership with parents. Parents are fully involved in their children's learning and receive frequent updates about the assessments of children's progress and development. Staff provide ideas and information about how parents can further support their children's learning at home.
- Children are happy and settle quickly in the nursery. The key-person system successfully ensures that children's needs are consistently met. Children form close attachments with their key person, which supports them to become confident and feel safe in their care.
- The management team effectively evaluates its practice and what is offered to the children. It regularly seeks the views of parents and children. Staff have opportunities to share their ideas. These are all taken into account and incorporated in specific targets for improvement.
- Children's physical skills are actively promoted through the frequent opportunities to access a wide choice of equipment and activities. They enjoy climbing, swinging and riding on push-along tricycles. Children also visit places in the local village while learning more about their environment.

### It is not yet outstanding because:

- The manager is not making the best possible use of supervision to monitor staff's performance and support less-experienced staff to consistently provide very effective support for children's learning.
- On occasion, staff do not provide the most able children with challenging learning opportunities to help them make excellent progress.

## What the setting needs to do to improve further

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

- build upon the support for staff practice to include more rigorous mentoring for less-experienced staff to help them consistently provide very effective support for children's learning
- provide an even higher level of challenge in activities to inspire the most able children to excel in their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning
- The inspector observed and discussed a joint observation with the manager.
- The inspector spoke to parents and children at appropriate times during the inspection and took account of their views.
- The inspector held a meeting with the manager and provider. She looked at the self-evaluation process and relevant documentation, such as policies and evidence of the suitability of staff working in the nursery.

### Inspector

Michelle Baldock

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure understanding about the signs and symptoms that may raise a concern about children's safety and welfare. They are aware of the procedures to follow if they have any such concerns. Assessments of children's progress and development are frequently evaluated to identify gaps in learning. Staff ensure targeted support is provided in order to enable children to continue to make good progress. The management team works closely in partnership with other agencies to support children's learning and development. During children's settling-in sessions, staff gather information from parents. This is used to identify children's starting points, which helps staff to meet children's needs from an early stage.

### Quality of teaching, learning and assessment is good

Well-qualified staff provide an expansive range of activities that captures children's interest. Staff provide many opportunities for children to develop their language and communication skills. They talk to them about what they are doing and repeat words back to children to reinforce the pronunciation. For example, as children play with electronic laptops, staff pronounce the beginning sound of each word for each button they press. Children's early writing skills are encouraged using a variety of writing implements. For example, staff support them to form the letters of their name using chalk while they play outside. Staff promote children's mathematical development, such as encouraging them to count the number of bricks in each tower they build.

### Personal development, behaviour and welfare are good

Children behave well and staff provide clear and consistent messages to support their understanding about the differences between right and wrong. Children show care and consideration to one another, such as when they offer a hug to their friend when they notice that they need comfort. Children delight in taking on responsibilities. For example, they serve their own food at mealtimes and tidy away toys and activities when they have finished playing with them. Children are provided with healthy food. They learn about living a healthy lifestyle. For example, they have discussions about what food is good for them, read books and take part in activities.

### Outcomes for children are good

Children are becoming eager learners and have fun participating in the range of stimulating learning opportunities available. They make good progress from their starting points. Children learn the skills needed ready for moving on to school. Young children enjoy exploring colours as they mix different paints together with their hands and create colourful pictures. They enthusiastically join in with stories and giggle and squeal with delight as they point to different items in the pictures and feel the different textures. Some young children gurgle and babble along to familiar songs, while others enjoy listening to the different sounds as they bang and shake different instruments.

## Setting details

<b>Unique reference number</b>	EY419995
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1059888
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 9
<b>Total number of places</b>	41
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	Jessica Claire Devoti
<b>Registered person unique reference number</b>	RP511026
<b>Date of previous inspection</b>	12 October 2012
<b>Telephone number</b>	01582840586

Apple Tree Child Care was registered in 2011. The nursery employs 12 members of childcare staff, nine of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round, except for bank holidays and two weeks at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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