

# Appletree Corner Daycare & Pre-School

Caraway Drive, Witham St. Hughs, LINCOLN LN6 9XG



<b>Inspection date</b>	3 April 2019
Previous inspection date	7 January 2016

<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 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

- The members of the management team have a clear vision for the future development of the nursery and pre-school. They set high expectations and the very well-qualified staff work closely together as a team to meet the individual needs of children.
- Staff develop good partnerships with parents. They share daily information with parents and invite them to contribute to their child's online learning journal. Staff send activity ideas home to help parents support the continuity in learning.
- Children make good progress. Staff successfully use their observations and accurate assessments to help make future learning experiences meaningful and challenging. They take account of children's interests to support what children need to learn next.
- Children's good health is promoted well. They eat nutritious food and are physically active in the superb outdoor area each day. Play equipment challenges children at different stages of development effectively.
- Children are well behaved and develop positive relationships with staff and each other. Staff remind children of the 'golden rules' and what is expected of them. They consistently encourage and praise children's sharing, turn taking and harmonious play.
- Staff work with children with special educational needs and/or disabilities (SEND) well. They successfully support them to meet their individual needs.
- Sometimes, large-group activities in the pre-school are not organised well enough to ensure that all children are fully engaged and involved.
- On occasions, staff miss opportunities to extend children's mathematical development.

## What the setting needs to do to improve further

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

- refine the organisation of large-group activities in the pre-school, to ensure that they enable all children to actively take part
- make the most of all opportunities to extend children's mathematical development.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the owner/manager.
- The inspector held a meeting with the manager and deputy manager. He looked at relevant documentation, and evidence of the suitability of staff working in the nursery. The inspector also discussed the self-evaluation process.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector spoke to 10 parents and took account of their views.

#### Inspector

Peter Towner

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. All staff have a good understanding of their roles and responsibilities to safeguard children's welfare. Managers and leaders risk assess the environment and regularly count the number of children present. Recruitment and induction procedures meet requirements. This ensures the suitability of all staff and promotes children's safety well. The management team promotes a good culture of learning. Staff observe each other's practice, share ideas and attend regular team meetings. They benefit from regular supervision and focused professional development opportunities. For example, several staff have completed Makaton sign language training. They use this consistently to support the language development of babies. The management team demonstrates a strong capacity for continuous improvement. Staff evaluate their practice and gather the views of parents and children. The information is used to successfully identify the setting's strengths and ways to further improve the service they provide.

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

Staff provide a highly stimulating learning environment that children thoroughly enjoy exploring. They use their professional qualifications and skills well to plan purposeful learning opportunities. Children freely access activities and regularly benefit from a wide range of learning experiences. For example, pre-school children receive effective preparation for school. Staff teach children the sounds that letters represent. They encourage them to be independent in changing clothes for different activities. Parents of children attending the pre-school are kept well informed about how to help prepare their children for school. They compliment staff on the skills their children learn in supporting them to settle quickly in school.

### Personal development, behaviour and welfare are good

Staff take time to get to know the children, their routines and what they like to play with. As a result, children settle well. Children demonstrate secure emotional attachments with staff. They confidently engage visitors in conversations showing that they feel safe and secure. Children benefit from exciting experiences to further promote their knowledge of the wider world. They develop an understanding of life cycles and nature. For example, they learn how tadpoles turn into frogs and about their different stages of growth and development.

### Outcomes for children are good

Children are confident and enthusiastic learners who are ready for their next stage in learning. They are motivated in their play and show good levels of concentration. Babies select toys of their choice and toddlers follow instructions, take turns and play cooperatively together. Pre-school children show an awareness of writing as they begin to form letters to write their own names. Children develop their physical skills extremely well. They explore modelling materials and learn to use tools with control. All children, including those in receipt of funded early education, make good progress in their learning and development.

## Setting details

<b>Unique reference number</b>	EY486476
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10076419
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	109
<b>Number of children on roll</b>	139
<b>Name of registered person</b>	Appletree Corner Daycare & Pre-School
<b>Registered person unique reference number</b>	RP534373
<b>Date of previous inspection</b>	7 January 2016
<b>Telephone number</b>	01522868166

Appletree Corner Daycare & Pre-School registered in 2015 and is situated in Witham St Hughs, Lincoln. The nursery and pre-school employs 24 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, 15 at level 3 one at level 4, two at level 5, one at level 7 and two hold qualified teacher status. The nursery and pre-school opens from Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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