

# Little Apples Day Nursery Ltd

14 Sanderstead Road, SOUTH CROYDON, Surrey, CR2 0PA

## Inspection date

Previous inspection date

20/11/2012

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

- The nursery is well organised and welcoming. Children have access to well resourced, interesting indoor and outdoor play environment.
- Children are happy and settled in the nursery and have good relationships with staff and each other. They show good levels of independence, curiosity and imagination and are motivated to learn.
- Staff know children well and gather detailed information from home to ensure they effectively meet each child's individual needs. Children take part in a broad range of activities that help them make good progress in their learning in relation to their starting points and capabilities.
- The management team have a clear vision for the nursery and a strong commitment to continual improvement. They monitor the provision effectively and implement well-targeted development plans.

### It is not yet outstanding because

- The planning of outdoor activities for the younger children is not yet well developed across all areas of the curriculum.
- Large group story time and singing sessions for younger children are not always organised effectively to support the development of children's listening and attention skills.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children taking part in activities indoors and outside, during meal times and care routines.
- The inspector held meetings with the managers and had discussions with staff.
- The inspector sampled records including children's files, planning, self-evaluations and improvement plans and staff suitability records.
- The inspector looked around the premises and outdoor area.
- The inspector spoke to parents and took account of their views.

## Inspector

Rebecca Khabbazi

## Full Report

### Information about the setting

Little Apples Day Nursery is a privately-owned setting which registered in 2012. It operates from a purpose-built building in South Croydon, within the London Borough of Croydon. Children have access to three main playrooms and an enclosed outdoor play area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open from 7am to 7pm Monday to Friday and from 8am to 6pm on Saturdays. The setting provides full day care for children in the early years age range all year round and afterschool care for a small number of older children during term time only. The setting offers a drop-in creche service on Saturdays. There are currently 38 children in the early years age range on roll. The setting receives funding for the provision of free nursery education for children aged three and four years old. It provides support for children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

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

- review the planning and organisation of large group times for younger children, to ensure that all children have opportunities to develop their listening and attention skills during these sessions
- extend outdoor play opportunities for younger children, so that they benefit from a broader range of outdoor experiences across all areas of learning.

### **Inspection judgements**

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

Children of all ages take part in a well-balanced range of stimulating activities and experiences that help them make good progress in their learning. Staff gather detailed information about children's background, needs and starting points before they begin at nursery. They make regular observations of children's achievements and use these effectively to plan activities that challenge children and build on their learning. Consequently, children are interested in the activities provided and motivated to learn. They develop useful skills and attitudes that prepare them well for the next stage of learning and for school. Children with additional needs are supported well. Staff take account of each child's individual needs in their daily planning and adapt activities appropriately to ensure all children can take part. Parents attend regular meetings with staff to discuss their child's progress which keeps them up-to-date with the next steps for their learning. Therefore, parents stay fully informed about their child's development.

Babies explore their environment confidently, experimenting with heuristic resources in a basket or finding their way over soft shapes and through a tunnel. Their early communication skills are fostered when staff sing rhymes and talk to them as they play. Effective teaching means older children are captivated and inspired by stories. They create their own 'deep dark forest' after story time and use language well to describe the creatures that live there. Staff skilfully build on children's interests by continuing the story outside in the garden and children eagerly search for clues among the shrubbery. Toddlers also enjoy songs and stories, beginning to remember familiar words and phrases and copying the actions. However, staff do not always provide opportunities for younger children to develop their listening and attention skills during larger group story and singing sessions. This is because the age range within the group is sometimes too wide for staff to effectively respond to children's differing needs.

Children learn about number when they join in with counting songs. They experiment with shape and size as they dig and fill containers in the sand tray. Preschool children enjoy using a ruler and staff help them discover which object is the longest and which is the shortest. They learn to value diversity when they make a map of all the different countries that their friends' families come from and learn about their food, music and customs. Children express their creativity when they paint colourful pictures and use their imaginations in the role-play area, making tea for everyone. Preschool children have fun outdoors exploring the natural world on a nature trail and they benefit from free flow access to the garden area., However, outdoor play experiences for the younger children are not always as well planned across all areas of the curriculum and tend to mostly focus on physical play.

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

Children throughout the nursery are confident, settled, and make good relationships with staff and each other. A well-established key person system ensures that babies benefit from consistent relationships with familiar carers. This helps them form secure bonds and promotes their emotional and physical well-being. Staff gather detailed information from home about children's usual routines, which helps them settle quickly. Toddlers and pre-school children grow in independence as they select their own resources and begin to serve themselves from big bowls at lunchtime. They quickly learn the rules and expectations of the setting and behave well. They learn to keep themselves safe when they remember why they must not run inside and when they take part in regular fire drills. Staff conduct daily risk assessments of the premises to make sure that children are safe at all times. Children benefit from a welcoming, well-equipped environment. A good range of age-appropriate resources is available and organised so that children can easily select things for themselves from trolleys, boxes and shelves.

Children's good health is promoted well. They learn to manage their own personal needs when they wash their hands before they eat or get a tissue when they need to blow their nose. Staff follow careful procedures for changing nappies, such as wearing aprons and

gloves, which help minimise the risk of cross-infection. Children benefit from well-balanced meals and snacks that are freshly prepared on the premises. They learn about healthy diets when they choose from a selection of fruit and crackers at snack time and enjoy a tasty vegetable curry and rice for lunch. Toddlers feed themselves competently with a spoon and older children confidently manage their own cutlery. Children practise their physical skills on the climbing frame or the slide in the garden and toddlers have fun on a soft play obstacle course indoors, showing pleasure as they jump into the ball pool at the end.

### **The effectiveness of the leadership and management of the early years provision**

Effective arrangements are in place to safeguard children's welfare. Robust recruitment procedures ensure that all staff are appropriately vetted and a high number are qualified. All staff attend child protection training. This ensures that they understand their responsibilities towards the children in the nursery and the need to provide a safe environment. Clear systems for staff induction mean that policies and procedures work effectively in practice and staff work well as a team. Staff performance is monitored through regular supervision and appraisals and clear personal development plans are in place. This helps ensure that the staff group is well trained and supported.

The nursery's management team are very committed to providing a high quality, flexible service for children and their families and they provide a clear vision for staff. They have a good understanding of the learning and development requirements and continually monitor and review the provision to ensure any areas of weakness are promptly identified. Managers have a clear understanding of areas for further development and there are well-targeted plans in place that effectively lead to improved outcomes for children. For instance, since opening, they have reorganised the baby room to create additional play space and ease the transition to the toddler room. They have also developed a well-resourced sensory room for all children.

Staff work closely with parents and value their contributions and suggestions highly. Parents find staff at the nursery friendly and approachable and express appreciation of their work. They have access to comprehensive policies and procedures and are kept well informed about the day-to-day provision through newsletters and notice boards. Staff also build effective links with other settings that children attend and work in partnership with other professionals where necessary. This ensures that all children receive any additional support that they need.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**  
 The requirements for the voluntary part of the Childcare Register are **Met**

**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

<b>Unique reference number</b>	EY442782
<b>Local authority</b>	Croydon
<b>Inspection number</b>	798336
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	54
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Little Apples Day Nursery Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07739517199

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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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