

Apple Daycare and Childminding Services

Little Berkhamsted Sahibs Cricket Club, The Recreation Ground, Little Berkhamsted, Hertfordshire, SG13 8LY



Inspection date	15 March 2017
Previous inspection date	23 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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 form secure partnerships with parents and consistently update them about their children's progress. Parents are frequently invited to information sessions to keep them fully informed about how staff support different aspects of children's learning. They describe staff as 'attentive and intelligent'.
- Effective settling-in procedures support children to feel secure as they begin at the group. Staff carefully observe children during their settling-in sessions, enabling them to form a natural bond with a member of staff, who is then assigned to be their key person. Children are eager to share their previous experiences with them.
- Well-qualified staff receive regular supervision meetings and have good training opportunities to consistently update their skills. Recent training has enhanced staff knowledge of providing children with an even wider range of outdoor activities, enabling children to interact with nature.
- Children show that they are motivated and inquisitive learners as they participate in their chosen activities. They create complex models using connecting toy cogs that they adjust to create new models.

It is not yet outstanding because:

- On occasions, staff do not teach children the best possible hygiene routines to reinforce their awareness of how it can contribute to good health.
- Staff do not always take account of children's individual interests when planning activities.

What the setting needs to do to improve further

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

- strengthen staff practice to support children to consistently follow a good hygiene routine
- enhance planned activities to fully capture children's individual interests, to inspire their learning further.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the senior manager.
- The inspector held a meeting with the provider and her representatives. She looked at relevant documentation and evidence of the suitability of staff working in the group.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Lorraine Pike

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the procedures for identifying and responding to any concerns about a child's welfare. Recruitment and induction procedures are robust. Rigorous checks are conducted to ensure that staff are suitable to care for children. Staff deploy themselves well in the indoor and outdoor environments to ensure that children remain in their sight at all times. Children demonstrate that they are aware of the high expectations set by staff. For example, as children are accompanied on the short walk to the park, they know that when staff raise their hand they must stop immediately. The management team has devised a unique system to precisely monitor children's progress. This helps staff to swiftly address any gaps in children's learning. The enthusiastic manager and dedicated staff team are reflective and continually evaluate the provision they offer. Their commitment helps them to drive forward identified areas for improvement. Good partnerships with other provisions that children attend make a strong contribution to meeting children's continuing needs.

Quality of teaching, learning and assessment is good

Staff actively listen and encourage children to express their thoughts. Children explore how to use a stethoscope. They use their vivid imagination to listen to their friends and staff's heart and make up stories as they play with small figures in a dolls house. Children place the lids of pens on the ends of their fingers and tap them on the table, creating a repetitive tune. They work out, through trial and error that they are able to fit more smaller pieces of chalk into the back of a toy vehicle than larger pieces. Children positively respond to staff's use of questioning to challenge their thinking. This helps them to solve mathematical problems, such as sorting different coloured objects into matching coloured pots. Children confidently count, make predictions and begin to add groups of objects together.

Personal development, behaviour and welfare are good

Staff are positive role models for children. They consistently use good manners when talking to children and each other. Children show respect for each other. During group time, they actively listen to each other and patiently wait for their turn to speak. Children behave well and develop friendly relationships. Staff make very good use of the extensive outdoor areas to promote children's physical skills. Children are adventurous. They safely use large apparatus in the nearby park and learn how to assess risks as they climb up and down a rope ladder with ease. Children enjoy participating in team games, such as football where they develop good control and coordination of the ball.

Outcomes for children are good

Children are making good progress in relation to their starting points. They begin to link letters to sounds. Children are beginning to form recognisable letters and some independently write their own names. All children are encouraged to develop good independence skills. They persevere at fastening the zips on their coats and are able to find and put on their own shoes. These are some of the skills children learn to help them prepare for their future learning at school.

Setting details

Unique reference number	EY460701
Local authority	Hertfordshire
Inspection number	1066787
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 7
Total number of places	20
Number of children on roll	16
Name of registered person	Apple Daycare Limited
Registered person unique reference number	RP905802
Date of previous inspection	23 July 2013
Telephone number	07876 136458

Apple Daycare and Childminding Services was registered in 2013. It employs 22 members of childcare staff, some of whom also work at the group's sister setting, Apple Daycare Limited. Of these staff, 16 hold appropriate early years qualifications at level 2 or above. The group opens Monday to Thursday from midday until 6pm, mainly during term time and occasionally in the school holidays. It provides funded early education for three- and four-year-old children.

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