

Little Apples Day Nursery

Cunningham House, Christowe Lane, CHELTENHAM, Gloucestershire, GL53 7BY



Inspection date

10 April 2018

Previous inspection date

16 July 2015

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

- Managers are knowledgeable about their roles. Staff implement a range of records and policies effectively. This helps to promote children's safety, welfare and learning.
- Staff are caring and nurturing. They successfully implement the nursery's settling-in processes when children first start and transition between rooms. Children build positive bonds with staff and quickly settle in their care. They are happy and content.
- The environment is colourful, bright and well organised. Staff encourage appropriate levels of independence from an early age. Children are motivated to play and explore.
- Staff make sound use of observational assessments to identify and promote the key next steps in children's learning. All children make good progress.
- The special educational needs coordinator ensures that children who have special educational needs and/or disabilities benefit from targeted support to meet their needs.
- Partnerships with parents, professionals and other providers are strong. Staff share a two-way flow of information about children's care and learning. This helps foster continuity in their care.

It is not yet outstanding because:

- Managers do not focus as sharply as possible on developing teaching throughout the nursery to extend staff's professional development and to disseminate outstanding practice.
- Managers do not make excellent use of information obtained from monitoring children's progress to promote the attainment of different groups of children at the highest level.

What the setting needs to do to improve further

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

- extend staff's professional development and sharply focus on developing teaching to the highest level
- enhance monitoring processes further and make excellent use of the information obtained from reviewing children's progress to help promote the attainment of different groups of children at the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager of the nursery.
- The inspector spoke to staff and held a meeting with the nursery management team.
- The inspector looked at relevant documentation and checked evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The environment is clean, safe and secure, indoors and outside. Staff conduct daily visual risk assessment checks, which helps to minimise any fresh dangers or potential hazards. Managers and staff know how to manage different types of child protection issues and understand the importance of reporting concerns in a timely way. Managers supervise staff well and ensure they benefit regularly from some training opportunities to enhance their skills, such as safeguarding and first aid. This has a particularly positive impact on care practices. Self-evaluation is continually developing. Managers are ambitious and set clear targets for development. This helps them achieve and maintain at least good standards.

Quality of teaching, learning and assessment is good

Staff know children well and have good expectations of what they can achieve. The curriculum is broad and teaching is good. Staff provide children with plenty of age-appropriate activities to promote different aspects of their learning. For example, babies delight in different sensory experiences, such as playing with sand, musical instruments or shaving foam. This helps to extend their exploratory impulses. Toddlers investigate water and keenly go on hunts for insects using magnifying glasses in the garden. This helps to extend their understanding of the world. Children have fun and enjoy attending. They all progress well from where they started.

Personal development, behaviour and welfare are good

Staff promote children's well-being. They advocate healthy lifestyles and encourage children to eat well, adopt cleanliness regimes and take exercise. Children delight in outdoor play. For example, babies access low-level climbing equipment, toddlers enjoy a simple obstacle course, and pre-school children benefit from the challenges of a tyre or rope swing. This helps to strengthen their skills in moving in different ways. Staff welcome all children and are very inclusive. They find out about children's family lives and ethnic backgrounds. Staff help children learn about their differences through a range of activities, including inviting parents in to share their expertise. Staff involve children in setting the nursery rules and encourage them to talk about their feelings. Children learn to be polite, mindful of others and kind to their peers.

Outcomes for children are good

Children are becoming successful learners equipped with all the key skills they need to move on to school. For example, children are developing strong communication and language skills. They express their wants, thoughts and needs in different ways. They particularly enjoy familiar rhymes, songs and stories. Pre-school children are developing very strong mathematical and literacy skills. For example, they enjoy experimenting with mark making using chalks, and they can competently use magnetic letters to spell out their names. They enjoy playing colour-matching games and can acknowledge who is winning through comparing quantities.

Setting details

Unique reference number	EY423938
Local authority	Gloucestershire
Inspection number	1131207
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	75
Number of children on roll	111
Name of registered person	Gloucestershire NHS Foundation Trust
Registered person unique reference number	RP910399
Date of previous inspection	16 July 2015
Telephone number	0300 422 2260

Little Apples Day Nursery registered in 2011. The nursery employs 33 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 2 and above. The nursery manager holds early years professional status. The nursery operates all year around. Sessions are available on Monday to Friday from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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