

Inspection of Little Apples Day Nursery Ltd

18 Sanderstead Road, SOUTH CROYDON, Surrey CR2 0PA

Inspection date: 16 November 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children arrive at Little Apples Day Nursery happy and ready to learn. They receive a warm welcome from staff, which raises their feeling of being safe and secure. Children develop their early literacy skills well. For example, younger children have opportunities to practise their emergent mark making, using different media and materials. Older children are encouraged to borrow books from the nursery to share with their families. This helps to develop children's love of early reading.

Children have opportunities to practise their independence skills. For example, younger children have a go at feeding themselves at snack and lunchtime. Although children have freshly cooked and nutritious meals, their physical health is not always assured. This is because some staff do not ensure that handwashing procedures are consistently implemented.

Children's behaviour is appropriate for their age group. They know how to play well with their peers. However, on occasion, staff's expectations are not high enough for all children. Staff do not consistently plan to engage all children, such as those who are quieter or less confident, to be fully engaged during activities. At these times, children become restless, which affects their learning and concentration. This reduces the opportunities for all children to make the best possible progress.

What does the early years setting do well and what does it need to do better?

- The manager offers staff some coaching and training. However, this arrangement is weak, resulting in varied performance in staff's teaching practice. Staff who have completed training on supporting children with additional learning needs have increased their awareness of how to make referrals.
- Some staff do not consistently implement basic hygiene routines. For example, they do not ensure that all children wash their hands before handling food. This poses the risk of cross-infection and some children do not understand the importance of healthy practices.
- Staff do not consistently share information with all parents. Some parents are not fully informed about all aspects of their children's learning and development. This means that there is an inconsistent approach to parent partnerships.
- Although staff observe and assess children's learning regularly, some staff lack a clear understanding of how to engage children in purposeful dialogue to keep them motivated to learn. Some staff shy away from initiating conversations or asking children questions, such as during snack and outdoor play. This does not promote all children's communication and language skills sufficiently.
- Staff teach children about the world around them. For instance, older children learn about animals and their habitats. They enthusiastically recall their previous learning about woolly mammoths and rhinoceros. However, staff in pre-school

do not fully involve all children in activities, particularly those who are quieter and less confident. As a result, some children become disengaged in their learning.

- Children have regular opportunities for outdoor play, which they enjoy. They practise their control and coordination, such as while balancing on large crates in the garden. Younger children delight in testing their early walking and running skills.
- Staff teach children to be polite. For example, they encourage the use of 'please' and 'thank you.' Children are developing good manners.
- Staff are successful in incorporating mathematical concepts, such as 'big' and 'little' during play. Children have lots of fun moulding dough into various forms, including 'fish' and 'sausage' shapes. They hear number words regularly, which help to develop their counting skills.
- Children have warm relationships with staff. They receive cuddles and reassurance, such as when they are tired or upset. Children also respond positively to praise and encouragement from staff. Children's emotional well-being is supported effectively.
- The manager does not evaluate the quality of staff's teaching and care practices rigorously enough. This has led to a drop in standards which do not have a positive impact on the experiences for all children. For example, the manager has not identified that the quality of staff's interactions with children are variable.

Safeguarding

The arrangements for safeguarding are effective.

The manager checks staff's suitability to help keep children safe. She offers staff regular safeguarding training. Staff have an appropriate understanding of the possible signs that a child may be at risk of harm, including if they are being influenced by extremists views or behaviours. They know how to report any welfare concerns. There are appropriate procedures for recording and reporting allegations against the setting. Staff deployment is suitable. Staff supervise children sufficiently, including during sleep times.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve staff's knowledge of hygiene procedures and ensure that they implement these consistently to reduce the risk of cross-infection	07/01/2022

ensure that all parents receive sufficient information about all aspects of their children's learning and development	07/01/2022
improve staff's teaching practice to enable them to identify when all children need further support and to know how to engage children well.	07/01/2022

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

- encourage the quieter and less-confident children to become more involved and fully engaged in all activities
- improve the self-evaluation process to ensure that all areas for development are identified and actions are taken swiftly.

Setting details

Unique reference number	EY442782
Local authority	Croydon
Inspection number	10209289
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	76
Number of children on roll	97
Name of registered person	Little Apples Day Nursery Ltd
Registered person unique reference number	RP531410
Telephone number	02086866246
Date of previous inspection	25 August 2016

Information about this early years setting

Little Apples Day Nursery registered in 2012. The nursery is open all year round from 7am to 6.30pm, Monday to Friday. There are 24 members of staff. Of these, six hold childcare qualifications at level 6, 10 hold qualifications at level 3, and three hold qualifications at level 2. The nursery receives funding to provide early education for children aged two-, three- and four-years-old.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector observed staff's interactions with the children, indoors and outdoors, and held discussions with them to find out how they support children's learning. She interacted with children at appropriate times during the inspection.
- The manager showed the inspector around the setting and explained how staff plan and implement the curriculum. Together, they carried out two joint observations of activities and evaluated the impact on children's learning.
- Parents spoke with the inspector and shared their views on the setting.

We carried out this inspection 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.

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