

Inspection of Apple Day Nursery

Appledore House, Friern Barnet Road, LONDON N11 3DN

Inspection date: 26 May 2022

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Children settle in quickly and feel safe and secure in the welcoming environment. They separate easily from their parents and eagerly join in with a wide range of stimulating activities provided. They are inquisitive, confident and independent learners. Children display a very keen interest in their play and learn to make decisions about what they want to do. For example, children who are inspired by the indoor role play decide to have a picnic outside. The easy access to all resources further supports children's independent explorations.

Leaders develop their ambitious curriculum based on children's interests and learning needs. Staff know children very well and have high expectations for all children. They use information gathered through observations of children to provide meaningful experiences to help extend children's learning further. All children make good progress in relation to their starting points.

Children form positive relationships with staff and their peers. They behave very well. Staff encourage young children to share, take turns and be kind to one another. Pre-school children recall the rules and boundaries and many know exactly what is expected of them. All staff are positive role models.

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

- Staff support children's language and communication very well. Young babies babble happily as they engage with staff. Toddlers repeat new words and short phrases, as staff skilfully model their language. Older children engage in meaningful conversations. For example, they talk about upcoming celebrations for the Queen's Platinum Jubilee. All children, including those who speak English as an additional language, are becoming confident talkers.
- Children develop a strong interest in books. Babies explore 'touch and feel' books and enjoy staff reading books about animals. Older children like to explore books independently, and often ask staff to read books of their choice. Children recall the main events and characters as they re-enact favourite stories in their imaginative play.
- Leaders have a clear understanding of what they want children to learn. Staff implement the curriculum and sequence children's learning well. For example, staff provide many opportunities for children to strengthen their small muscles through messy play and mark-making activities. Children learn to cut with scissors and develop good pencil control.
- Children learn about the benefits of eating a healthy diet and physical activity. Staff use the outdoor area effectively to support children's physical development. Children enjoy riding bikes, climbing, balancing and jumping. Staff follow the setting's procedure in relation to hygiene. For example, all children wash their

hands before and after meals. However, on occasion, staff do not consistently help children to understand the behavioural expectation of sitting down while they eat.

- Children learn to manage their own self-care needs. For example, younger children practise self-feeding. Older children use the toilet themselves and learn to dress for outdoor play. Children help with small tasks, such as cleaning after lunch, which helps them to gain a sense of responsibility.
- Children with special educational needs and/or disabilities make good progress. Staff work closely with parents and other professionals to plan exciting activities that develop children's social and communication skills. For example, children participate in a 'volcano' experiment and take turns in adding and mixing ingredients. They practise asking and answering questions as they learn about extinct animals, such as dinosaurs.
- Parents speak positively about the setting. They praise the 'caring and welcoming staff' and say their children are happy. However, the level of information shared with parents varies. The manager and staff recognise that there is scope for improvement to ensure that staff consistently involve all parents more fully in their children's learning and development.
- The manager supports staff well. For example, she meets with them regularly to discuss their workload, and to identify any training and support needs. For instance, staff have attended various courses, including how to include loose parts, which led to further improvement in this area. The setting uses even more natural resources. This stimulates children's curiosity and inspires them to explore more.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand how to keep children safe. They receive regular safeguarding training. Staff understand what to do if they have any concerns that a child may be at risk of harm. They are confident in what to do if they have concerns about the conduct of a colleague or the leaders. Leaders perform daily checks in all parts of the nursery to help reduce the risk of accidents. The manager has rigorous recruitment, induction and supervision procedures in place to ensure staff are suitable to work with children.

What does the setting need to do to improve?

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

- help children to gain an even deeper understanding of practices that support their good health
- explore more ways to engage all parents consistently and engage more in their children's learning and development.

Setting details

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| Unique reference number | EY486931 |
| Local authority | Barnet |
| Inspection number | 10205193 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 1 to 4 |
| Total number of places | 109 |
| Number of children on roll | 70 |
| Name of registered person | Childcare Plus Limited |
| Registered person unique reference number | RP904334 |
| Telephone number | 0203 581 5858 |
| Date of previous inspection | 2 October 2017 |

Information about this early years setting

Apple Day Nursery registered in 2015. The nursery is open on Monday to Friday from 7.30am to 6.30pm, for 51 weeks of the year. There are 26 members of staff, and 22 of these hold relevant early years qualifications. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector
Agnes Wink

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 manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- Children spoke to the inspector to share their views.
- The inspector observed interactions between staff and children.
- The inspector had discussions with staff and parents and took their views into account.
- The inspector held discussions with leaders about nursery practices and procedures.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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