

Inspection of Little Apples Day Nursery Ltd

18 Sanderstead Road, SOUTH CROYDON, Surrey CR2 0PA

Inspection date: 14 November 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children show that they build close relationships with caring staff. Most children who are new settle quickly into nursery routines. When children arrive unsettled, they receive close attention from staff. This helps them to separate more easily from their parents. Children use comfort items from home and see photos of family members on display. This contributes to their emotional well-being.

Children enjoy their time outdoors. Older children challenge each other to run faster and control their bodies well at speed. Children develop their balance as they navigate logs. Toddlers sit on and skilfully manoeuvre bicycles. Children have good opportunities for sensory experiences. Babies explore shaving foam. They clap their hands together and delight in the 'snow' that it creates. Older children discuss and explore the properties of ice. Pre-school children develop their mathematical awareness as they create patterns with coloured shapes.

Children benefit from staff's continuing engagement with their parents. They borrow items to use at home, and parents share their achievements and experiences when they are away from the nursery. Children's moves within the nursery and to school are well planned. They have opportunities to develop the skills that they need for future learning.

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

- Leaders are ambitious for children and work together effectively to make improvements. They seek feedback from parents and staff and use this to develop the service and to identify priorities for action. For example, parents are now able to enter the premises and are better informed about their children's learning.
- Overall, leaders provide good support for staff. They identify training and assist staff to gain recognised qualifications. Leaders allow time for staff to regularly reflect on their practice, which contributes well to staff development. However, support for teaching skills is not fully effective. Very occasionally, some staff do not receive the support that they need to understand how to engage and interact with children well. Some activities do not link well to what children need to learn next.
- The special educational needs coordinators (SENCOs) are effective in their roles. They work collaboratively with external professionals and share information appropriately. The SENCOs support staff to implement suggested strategies and review these with the close involvement of parents. They work sensitively with parents and signpost them to relevant services. This helps to further support children's development.
- Children show the progress that they make in their communication and

language. Staff encourage children to discuss and share their ideas, such as how to make water freeze. Staff use a 'rhyme tree' to support younger children to make song choices. Children who need extra help to interact with others benefit from targeted teaching sessions. Children who speak English as an additional language quickly develop their English-speaking skills.

- Staff give children opportunities to develop their independence. Children begin to manage their personal care needs. Staff work with parents to help children achieve toileting success. Children make healthy choices at the snack bar and self-serve at lunchtimes. Children are eager to help with tasks, including as they tidy away or use technology to help find out answers to their questions.
- Staff encourage parents to share information about children's experiences and achievements. Staff plan activities to help children acknowledge important religious and cultural events. Children have opportunities to experience another language during regular sessions. However, some children have few opportunities to recognise, value and share their languages and backgrounds.
- Staff encourage children to use good manners and behave well. Children show that they understand the differing needs of their friends and show positive social skills as they play together. For example, they propel each other on swing seats and share books. Staff use methods such as visual aids to help children understand what will happen next.
- Staff understand how to plan sequenced learning opportunities to promote children's early literacy. For example, children manipulate dough and use giant spoons in mud. This helps to strengthen the small hand muscles they need for later writing. Babies choose favourite books, turn pages and look closely at illustrations.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are confident to recognise and respond to concerns about children. They are alert to possible risks to children, such as children's exposure to extreme views, unsafe technology or domestic abuse. Leaders make required notifications and liaise appropriately with relevant agencies to minimise potential harm to children. Staff implement procedures, such as regular headcounts, to help keep children safe. Staff implement effective handwashing and hygiene routines. They manage children's personal and health needs effectively. Staff maintain accurate records of accidents and incidents and share information with parents. Leaders have effective arrangements to check the initial and ongoing suitability of staff.

What does the setting need to do to improve?

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

- strengthen support for teaching skills so that staff better understand how to engage and interact with children during activities
- broaden opportunities for children to recognise, value and share their languages and backgrounds.

Setting details

Unique reference number	EY442782
Local authority	Croydon
Inspection number	10217726
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	0 to 4
Total number of places	72
Number of children on roll	115
Name of registered person	Little Apples Day Nursery Ltd
Registered person unique reference number	RP531410
Telephone number	02086866246
Date of previous inspection	16 November 2021

Information about this early years setting

Little Apples Day Nursery registered in 2012. The nursery is open all year round, from 7.30am to 6.30pm, Monday to Friday. There are 24 members of staff. Of these, four hold childcare qualifications at level 6, eight hold qualifications at level 3, and four 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

Kareen Jacobs

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff and parents at appropriate times during the inspection and took account of their views.
- The SENCos spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the interactions between staff and children.
- 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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