

Inspection of Apple Daycare and Childminding Services

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

Inspection date: 17 May 2023

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 arrive at the setting from a woodland walk and are warmly greeted by staff. They settle quickly and eagerly begin to explore their environment which offers a rich range of learning experiences. They explore minibeasts in soil using a magnifying glass. A variety of puzzles encourages problem-solving skills, and mark-making with crayons helps children to build strength in their fingers.

Children thoroughly enjoy a dance and music session. They express themselves through movement as they move their bodies to familiar songs and shake musical instruments to the music. They reach out to pop bubbles in the air, helping to build on their physical development. Staff provide praise to children when they pop the bubbles, which builds children's confidence and self-esteem.

Children behave well. They form positive relationships with their peers and play alongside each other happily. Staff are excellent role models and gently support children to take turns and share equipment effectively. They teach children the importance of being kind to their friends. This helps children to understand their own emotions and behaviour, and how these impact on others.

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

- The curriculum is embedded well into the setting. Leaders have clear and effective strategies to deliver a curriculum that meets the needs of the children. Activities and resources are set out to reflect the seven areas of learning, and are based on the children's interests. Next steps are identified for children; however, staff do not always incorporate these into their teaching and interactions. As a result, children are not fully supported to make progress in these identified areas.
- Children's transitions are managed effectively. Robust settling-in sessions are in place to ensure that children transition smoothly when they first start. Staff take time to monitor and observe the children which helps them to meet their needs. Children are supported as they move between settings, and adjust to learning in a larger environment. This helps them to prepare as they move to the next stage of their education.
- Staff play alongside the children, narrating their play. This provides a good opportunity for children to learn new language as they repeat words, such as 'yellow door'. Staff associate words with the activities the children are doing. For example, as children roll a hoop, staff say, 'roll it'. This helps children to build on their understanding of language and develop their communication skills.
- Parents speak highly about the setting. They value the positive experience their children have, stating their children are 'thriving and love being at the setting'. Parents are kept up to date with their children's learning and development

through an online platform and daily handovers. Staff share next steps with parents so they can continue children's learning at home.

- Staff provide plenty of opportunities for children to be independent. Children are encouraged to take their boots off. They confidently self-serve their own drinks and collect their lunch. They use spoons to feed themselves and are beginning to establish good hygiene practices, such as wiping their noses and washing their hands.
- Staff effectively weave mathematics through their teaching. Staff count with children at every opportunity. They count toy bugs they have lined up, and talk about the difference between 'big' and 'small' rubbish trucks. This helps children to be secure in their learning before they move to the next stage.
- Leaders ensure that staff are well supported. They provide staff with regular supervision and professional development opportunities. This helps to keep the standard of teaching at a high level and ensure that children have positive outcomes. Leaders make staff well-being a priority. They ensure that staff can manage their workloads effectively and have a strong focus on work-life balance. Staff report high levels of well-being at the setting.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure knowledge of the potential signs and indicators of abuse and neglect, including exposure to radicalised views. Leaders have a good understanding of the safeguarding trends in the local area and how they may affect the cohort of children in the setting. Staff are clear on how to report a concern about the welfare of a child and refer to the relevant agency. Leaders ensure that risk assessments are carried out each time the setting opens, to ensure the environment is free from hazards. Staff are vigilant and supervise children well as they walk to and from the setting.

What does the setting need to do to improve?

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

- develop staff's teaching skills to further support children's identified next steps, to help them make even better progress.

Setting details

Unique reference number	EY460701
Local authority	Hertfordshire
Inspection number	10236132
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 2
Total number of places	20
Number of children on roll	12
Name of registered person	Apple Daycare Limited
Registered person unique reference number	RP905802
Telephone number	07876 136458
Date of previous inspection	15 March 2017

Information about this early years setting

Apple Daycare and Childminding Services registered in 2013. It is located in Little Berkhamsted, Hertfordshire. The setting employs five members of childcare staff, some of whom also work at the group's other setting, Apple Daycare Limited. All staff who work at this setting hold an appropriate early years qualification at level 3 or above. The setting opens Tuesdays and Thursdays, from 9.30am until 2pm, through the summer months, mainly during term time and occasionally in the school holidays.

Information about this inspection

Inspector

Emily Woodhead

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with staff.
- The manager and inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of staff suitability, staff records and safeguarding documents.
- The inspector took account of written feedback provided from parents.

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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