

Inspection date	12/02/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	1 Not Applicable
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The child-led learning is very high quality and children are supported very effectively. The expert use of questioning to further learning and practitioners' shared sense of delight in children's ideas means children are eager and enthusiastic learners.
- Children benefit significantly from the outdoor learning experiences, which foster their curiosity and eagerness to try new and inventive activities.
- Partnerships with parents are superb, they are very well informed about all aspects of their child's development. This promotes children's trust in their key person and other significant practitioners.
- The superb settling-in arrangements help children to establish a rapport with their key person. This means they feel confident, secure and ready to learn.
- Excellent monitoring of children's progress and of each practitioners' ability to observe and assess their key children contributes significantly to children's rapid progress towards the early learning goals.
- Practitioners have an excellent understanding of the Statutory framework for the Early Years Foundation Stage. Their commitment to continuous professional development ensures they safeguard children and provide extremely well for children's individual learning needs.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the play room, craft room, sitting/dining room and garden and conducted a joint observation with the graduate practitioner.
- The inspector, practitioners and children had wide ranging discussions at appropriate times during the inspection.
- The inspector looked at documentation related to the management of the setting, children's progress and self-evaluation.
- The inspector took account of the views of parents through short discussions and from emails sent to the provider.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.

Inspector

Alison Reeves

Full report

Information about the setting

Apple Daycare Ltd was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a family home, in Epping Green, Hertfordshire. The setting serves the local area and is accessible to all children. It operates from the ground floor of the home and there is an enclosed area available for outdoor play.

The setting employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at levels 2, 3, 4 and 6. The manager holds a qualification at level 3. The setting opens Monday to Friday throughout the year and sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 40 children on role, of whom, 29 are within the Early Years age group. The setting provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- extend the high quality of teaching during planned adult-led learning to match the consistently excellent teaching used during child-led learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children benefit from an exceptional range of child-led learning opportunities at the setting. Excellent use of the local environment and natural resources supports children in developing a very positive attitude to learning. Children are eager to investigate and discover things for themselves. In the garden, the children are keen to look at the trough and buckets to see how much rain has collected overnight. The practitioner is equally enthusiastic and this means children cannot wait to get involved in exploring further. For example, children notice the different levels of water, they predict what will happen if the water from one bucket is poured into the other. Very quickly, the small group are filling buckets and watering cans. Children talk about the weight of the can when it is full, some struggle to lift it but show great determination to carry out their chosen task. The activity is rich in language and children use words they know as well as rapidly adopting any new words and concepts introduced by the practitioner. Although it is a cold, wet day, children are free to explore fully because the practitioner reassures them. The practitioner explains that any wet clothes can be changed for dry ones and the wet things put on radiators or in the tumble dryer so they are ready for home time. Therefore, children are not

hampered by concerns about getting wet or dirty. The practitioner is highly skilled at supporting individual children very effectively. By knowing each child's individual next steps and their particular interests, the teaching is tailored precisely. As a result, questioning is diverse, providing all the children involved with a wide range of learning opportunities. Use of the local area, fields, footpaths and bridleways provides children with a wealth of exciting experiences. They love to walk to observe nature and collect materials that interest them for use in their creative activities in doors. Practitioners continuously support children in their self-chosen activities, observing closely, interacting, and intervening at highly appropriate intervals. Although the level of teaching is always high, there is scope to enhance the quality of teaching further in some planned adult-led activities to ensure the learning intentions are always communicated clearly to the children at the start of the activity. The structure of the day provides a wealth of opportunities for children. They embrace technology, skilfully using the hand held tablet computers loaded with educational programmes and children are equally at home cuddled up on the sofas sharing books with each other and with the practitioners. These activities support children's communication and language, and foster a keen interest in developing their literacy skills.

Children's progress is excellent. Practitioners involve parents at the earliest opportunity to establish children's level of development when they first join the setting. Parents share what they know about their child and this gives practitioners the starting points for planning and providing for each child's further learning. By comparing children's achievements to the expected levels of attainment, practitioners can clearly see where children's interests lie and where they need to focus attention in order to ensure no aspect of their learning and development is neglected. This means children make outstanding progress towards the early learning goals in all seven areas of learning. By regularly evaluating the progress and reflecting on the observations, practitioners continue to set next steps in learning for each of their key children that ensure their continued achievement.

Parents' involvement with their child's ongoing learning and progress is successful, because the systems used, keep them updated about all aspects of their child's day. Practitioners provide ideas for parents to try at home when children show a particular interest or when specific strategies prove highly successful in helping a child to acquire a new skill. Practitioner value parents' input and continually seek to involve them by maintaining the two-way flow of information. The broad spectrum of activities delivered with enthusiasm and expertise engage children well and, with parent support, ensure children are making high levels of progress in preparation for the next stage in their learning.

The contribution of the early years provision to the well-being of children

Children form strong bonds with the practitioners; each child has a key person who takes responsibility for helping the family to settle their child. Close attention to children's individual needs means they follow their home routines. Very careful planning to support children in settling quickly has a very positive impact on children's emotional well-being

and sense of security. For example, practitioners encourage parents to include a mealtime as part of the settling routine so that at an early stage children get used to eating as part of a group or being fed by someone new. As a result, children rapidly develop confidence in practitioners, which enables them to benefit significantly from all the setting has to offer. Practitioners support children's moves on to other settings by working with all involved to make the move as easy as possible for children. The space provided for children to talk, explore their feelings and emotions with people they feel comfortable with, helps children to work through any issues, ensuring they quickly resolve any problems or anxieties. Consequently, children are successfully prepared emotionally for learning in a new environment.

Children fully engage in adopting a healthy lifestyle. Outdoor learning means lots of fresh air and exercise. Robust equipment suitable for very young children means they too can be active indoors and outside. Home cooked meals ensure a healthy and nutritionally balanced diet for all children. Practitioners work with families to ensure dietary requirements are catered for. The children also play a significant part in meal planning and in the timing of snacks. Recently, several children have said they are not keen on mashed potatoes so practitioners have adapted the shepherd's pie recipe so it has a rosti topping which goes down a storm. Children feeling hungry early in the afternoon ask for an early snack. By being flexible and listening to children, practitioners ensure children eat well and continue to make healthy choices. Hygiene routines support children effectively in learning about maintaining their health through hand washing and using tissues to wipe their noses. Children quickly learn to manage their belongings because they have a storage box in the hallway to keep their things safe and secure. When it is time to go outside, children find their shoes or boots and coats. They are encouraged and supported to manage putting these on for themselves and all delight in the praise they get for their efforts and their success. Children are always supported to try things for themselves, and practitioners consistently offer opportunities to have a go. Practitioners' close support means children have the confidence to attempt new things and quickly become skilled in feeding themselves with cutlery and cutting up their foods. Children also get involved in cooking activities and this means they learn about different foods, food hygiene and are eager to try new tastes. For example, children particularly enjoyed preparing noodles for the recent Chinese New Year celebrations.

Children are very well behaved. Practitioners are excellent role models and this provides children with good examples that they willingly follow. Practitioners use play to help children learn about develop the social skills they need for successful friendships. They encourage children to play together, suggesting one child invites another to join in with a game or story. They talk to children about their feelings and the warm interaction and loving care helps children to behave kindly towards one another. In developing their independence and responsible behaviour, children learn to manage risks in their play. Practitioners support this by providing challenges and choices so that children have ample opportunity to test out how to do new things and gain confidence in their own abilities. When out walking children look at the environment, they learn to take care if the ground is slippery because of ice or mud; they look out for damage to trees and fences after high winds and rain. This develops children's appreciation of hazards in their environment and the impact these hazards have on their safety and others, including animals.

Consequently, the oldest children have a well-developed sense of how to keep safe.

The effectiveness of the leadership and management of the early years provision

All practitioners have a comprehensive understanding of the Statutory framework for the Early Years Foundation Stage. This means they are absolutely clear about their particular roles and responsibilities. Robust recruitment ensures practitioners are suitable to work with young children. Their ongoing suitability is closely monitored. Mentors support practitioners where there are issues with practice, if this is appropriate. Practitioners have very secure safeguarding knowledge and this means they are alert to the possible signs that children may be at risk and understand how to record, report and refer concerns to the relevant agencies. The identity of all visitors is checked and they sign in on the register. Children's safety is further enhanced by the regular and thorough risk assessments. Meticulous documentation means the day-to-day management runs smoothly and children are very well protected. Rigorous monitoring of the environment means practitioners are deployed exceedingly well ensuring they are perfectly placed to protect children and to optimise learning.

The manager leads the team superbly, which contributes significantly to promoting a shared vision and commitment to raise the already high standards further. Experienced well-qualified practitioners are outstanding role models to those undertaking training. As a result, the quality of teaching is consistently very good and frequently outstanding. High quality coaching, supervision and appraisal contribute significantly to ensuring the high calibre of practice. Continuous professional development takes high priority and all staff make excellent use of training opportunities. These include attending short and long courses run by the local authority, through the children's centre, local Further Education College and University. As a result, practitioners continue to develop their knowledge and expertise and use highly motivating teaching to support children's learning. Comprehensive tracking of children's progress, using precise assessment data, enables practitioners to identify gaps in learning and develop effective strategies to help children make more rapid progress and narrow the achievement gap. Consequently, all children are expertly supported in making the best progress possible and educational programmes are continually developing to ensure they provide optimal challenge for children. Reflection on practice is used effectively to ensure very high standards are maintained. The opinions of all who use the setting are actively sought. This means future plans are based on a wide range of views, which are analysed to put in place strategies to enhance the provision for all children. Since registration the monitoring and assessment of children's progress has been developed to provide a system that enables practitioners to do an excellent job and allows parents see how their child is progressing and the enjoyment the children experience every day at the setting. Training on appraisals has made the process more effective, which helps practitioners to focus on their strengths and weaknesses.

Partnerships with parents are superb. The very close working relationships mean parents feel included and informed about all aspects of the setting and their child's care and learning each day. Parents are extremely complimentary. They say 'The management of

has been impeccable.' 'This setting is tailored to our children's needs.' 'My child was immediately at ease in their unique home from home environment.' 'The online learning journey is fantastic.' 'The mixed ages have helped my child to learn from older children and develop kind and caring behaviour towards younger babies.' 'We believe the excellent care has resulted in her fast development across all of the learning areas.' Parents appreciate the flexibility of the home environment but also value the structured learning environment offered, especially the outdoor learning that children experience every day. The setting has very strong relationships with other professionals, this means practitioners can seek advice and support when working with children who have additional needs. Where children attend other settings, practitioners willingly share progress information to support continuity in learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY469352
Local authority	Hertfordshire
Inspection number	934486
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	40
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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