

# Inspection of Apple Daycare Newgate Street Village

Newgate Street Village Hall, Newgate Street, Newgate Street Village, Hertfordshire SG13 8RA

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Inspection date: 24 January 2024

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Throughout their time at this exciting nursery, children remain deeply engaged in a wealth of wonderful learning opportunities. This is because staff work exceptionally hard to create a language rich and ambitious environment based on children's interests and learning needs. Children become deeply absorbed investigating plastic sea creatures in a tank of water. Staff skilfully develop children's vocabulary and knowledge of pollution. They discuss the 'slimy' cleaning fluids and the 'greasy' oil children pour into the tank. Together they explore the negative effects they have on the creatures and their habitat.

Children delight at completing tasks independently. They rush to clear away activities when they hear their tidy up song. Toddlers use cutlery with confidence, pour drinks, and clear their plates away after meals and snacks. Children demonstrate these exceptional skills because staff work tirelessly to ensure routines are firmly embedded into the day.

Leaders and staff work hard to establish a highly effective key person system. This enables children to form exceptionally close bonds with staff who demonstrate a deep understanding of their individual needs. As a result, children flourish in their nurturing care. Children with special educational needs and/or disabilities benefit from highly experienced and knowledgeable one-to-one support. This enables them to make excellent progress from their starting points.

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

- Children are incredibly confident and relish in exploring new situations and activities. They warmly welcome visitors to their nursery and delight at engaging with them in play. Staff support these wonderful dispositions by creating an environment where children's opinions are valued. For example, children and staff explore science activities together. They discuss the effects vinegar may have when added to paints and baking powder. Children are encouraged to take the lead and experiment with their ideas.
- Partnerships with parents are of an exceptionally high standard. Parents comment on how well informed they are about children's progress and the time they spend in the nursery. They praise leaders and staff for the wonderful relationships they form with children and the immense support they offer families.
- Inspirational leaders and managers are passionate about their role in supporting staff development. Staff benefit from highly effective training programmes. These support them in delivering exceptional care and teaching to all children. Staff well-being is of upmost importance to leaders. The provider implements sensitive and well considered strategies to ensure staff are happy in their roles

and morale remains high.

- Children's emotional development is embedded in staff practice. Throughout the day children are encouraged to discuss not only their feelings, but also the impact their actions may have on those of others. This supports children's impeccable behaviour and to develop a deep sense of empathy. For example, children are exploring a flower shop role play activity. They give bunches of flowers to their friends and staff because they know it will make them happy. Children swiftly identify those who have not received any, and rush to present them with their beautiful bouquets.
- Staff differentiate children's learning incredibly well. They deliver daily focussed sessions that provide an appropriate level of challenge to those who participate. During their song session, toddlers delight at joining in and copying the actions of staff. Older children participate in more structured learning. They listen intently to songs and respond appropriately to the well-considered questions staff ask.
- Exceptionally strong transition and induction processes allow children to settle swiftly. Staff gather detailed information from parents to ensure they have a deep knowledge of children prior to starting. Children who move up to the nursery from the providers baby setting, do so with a familiar member of staff. These established bonds help children to thrive and continue to make excellent progress.
- Staff engage exceptionally well with other professionals and work hard to establish links with the local community. The manager, who is also the special educational needs coordinator, talks with immense enthusiasm about the close working relationships she has established. She acknowledges how effective partnerships are integral to supporting children's excellent progress.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	EY495170
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10305612
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 6
<b>Total number of places</b>	40
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Apple Daycare Limited
<b>Registered person unique reference number</b>	RP905802
<b>Telephone number</b>	01707 872 949
<b>Date of previous inspection</b>	27 February 2018

## Information about this early years setting

Apple Daycare Newgate Street Village registered in 2015. The setting employs six members of childcare staff, of these, four hold appropriate early years qualifications at level 3 or above, including one at level 6 and one with qualified teacher status. The setting opens Monday to Friday, from 7.30am until 6.30pm all year round. The nursery provides funded early education for two-, three-, and four-year-old children.

## Information about this inspection

**Inspector**  
Antonia Campbell

## Inspection activities

- The inspector considered the views of parents by speaking to several during the inspection.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector observed the interactions between staff and children during activities.
- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector and manager completed a joint observation of an activity to assess the quality of teaching.
- The inspector held discussions with staff about the monitoring of learning and development in the setting and tracked the progress of several children.

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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