

# Report for childcare on domestic premises

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Inspection date: 3 January 2020

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### **The provision is good**

Children are happy, settled and make good friendships. They arrive and separate from their parents and carers with ease and quickly choose accessible activities that interest them. Children demonstrate close bonds and attachments with staff. For example, children spontaneously go to staff for a cuddle and staff react positively to this, with open arms.

Children enjoy sensory play opportunities, such as exploring a range of material and wooden resources. Their early speech and language skills are promoted well. For instance, during a water-based activity, staff introduce new words, such as 'splash' and 'squidgy'. They encourage children to feel the texture of cooked pasta in water and demonstrate how to use tweezers to move items from the water into a cup. This encourages children's fine motor skills.

The provider has high expectations for children's behaviour and conduct. Children behave well. They listen intently and respond positively to staff. Children engage with interest during spontaneous story times. They are keen to turn the pages and join in as staff read with enthusiasm. Staff praise children for their efforts. For instance, they comment on children's 'lovely singing' during group singing activities. This has a positive impact on children's self-esteem and confidence.

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

- The key-person system is effective. Children and their families build close bonds with key staff, and their relationships are sensitive and responsive. Staff plan interesting activities to support their key-children's skills across the seven areas of learning.
- Staff encourage children to develop healthy lifestyles. They support children to learn good habits, such as washing hands before they eat. The on-site cook provides children with a good balance of healthy snacks and meals. Children's dietary needs and individual requirements are taken into consideration and staff demonstrate a good knowledge of these. Information about children's allergies is shared effectively. This helps to ensure that children with particular requirements are known to all staff who work with them. This has a positive impact on children's welfare.
- Partnerships with parents are strong. Staff work closely with parents to ensure that they continually share information about children's progress and achievements. Staff provide good-quality support to ensure that parents are included in their children's learning. Parents speak highly of the staff team. They state they feel included in their children's learning and know how they can support and extend this at home.
- The provider helps young children to be ready for their next stage of learning.

For instance, they encourage settling-in sessions when they first attend the setting. This helps children to feel settled and supports staff in getting to know their key children. Additionally, staff help children to feel secure in their moves on to other settings. For example, when older children move to the provider's sister settings, they are supported by their key person with visits in preparation for their transition. Furthermore, children attending other settings are equally supported, with key staff sharing information to aid this.

- Children are physically active. They take part in regular outings, such as walks through the local forest and green areas, and have opportunities to use static equipment in the outside garden area. In addition to this, children have indoor opportunities to experience soft-play activities.
- Opportunities for staff's continuous professional development are effective. Regular supervision meetings enable staff to identify their own strengths and areas for improvement. Ongoing training opportunities improve practice and help staff to feel confident in meeting children's individual needs.
- Children are interested in role play. For example, they make up their own play with their peers in the home corner. They confidently use different kitchen resources and demonstrate imaginative skills as they play making 'cakes' and using the pretend cooker. This imitates real-life experiences children see in their own homes.
- Staff observe children closely. They regularly assess and review children's progress in learning. Staff use this information to inform their daily plan, which includes activities to support children's interests and next steps in learning. This means children make good progress in their learning. However, on occasions, staff do not effectively challenge the older, most able children.
- Staff introduce some mathematical concepts during adult-led activities. For example, they talk to children about items being 'bigger' or 'smaller' during water-play activities. However, opportunities for children to develop their mathematical thinking during everyday play and routines are not as consistently promoted.

## Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good knowledge and understanding of how to protect the children in their care. They have an effective understanding of the safeguarding policies and procedures and know where to report concerns. Staff attend regular child protection training. The provider ensures that staff receive regular updates and she uses quizzes and discussions to test staff safeguarding knowledge. Staff are able to identify signs and symptoms of abuse. They know what to do if they have a concern about children or a staff member. They understand the procedure to follow if a referral is required. This has a positive impact on children's welfare.

## What does the setting need to do to improve?

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

- consider how to provide additional challenge for the older or most able children
- explore further ways to enhance children's mathematical thinking during everyday activities and routines.

## Setting details

<b>Unique reference number</b>	EY469352
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10127288
<b>Type of provision</b>	Childcare on 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</b>	0 to 3
<b>Total number of places</b>	32
<b>Number of children on roll</b>	32
<b>Registered person unique reference number</b>	RP511244
<b>Date of previous inspection</b>	12 February 2014

## Information about this early years setting

Apple Daycare Ltd registered in 2013. The setting employs 20 members of childcare staff. Of these, 11 hold appropriate early years qualifications, at level 3 or above. The setting opens Monday to Friday, from 7.30am until 6.30pm, all year round.

## Information about this inspection

### Inspector

Jo Rowley

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the provider and evaluated the quality of teaching.
- The inspector held a meeting with the provider and a director. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection. She took account of parental views in written feedback and online reviews.

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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