

1. Visit Details

Name of Setting		Little Apples		Date of Setting visit		24 th May 2023	
Address & Post Code		14 Sanderstead Road, South Croydon CR2 0PA					
Eligible for funding	3YO	✓		Contact details	Telephone	07739 517199	
	2YO	✓			Email	info@littleapplesdaynursery.co.uk	
	EYPP	0		Locality	South		
Any change to venue/staffing?							

2. Setting Details

Provider name		Little Apples Day Nursery Ltd		Manager name		AW	
Deputy name		VP (Engagement Manager) SS (EYFS Manager) JS (H&S Manager) EH (Well-being Manager)		3rd in charge			
Does the manager hold at least a full and relevant level 3 qualification and at least two years' experience of working in an early years setting, or have at least two years' other suitable experience?						Yes	
Has Ofsted been notified of newly appointed manager? If applicable						N/A	
Does the provider have a named deputy who, in their judgement, is capable and qualified to take charge in the manager's absence? To what level of qualification are they currently trained to?						Yes. 4 deputy managers listed above. All trained and capable of all tasks completed by the manager.	
SENCO name		VP (1 st) JS (2 nd)		SENCO training undertaken		Yes.	
Is the setting aware of who is their appointed locality SEND worker? EarlyYearsSENDTeam@croydon.gov.uk						Yes. DM	
DSL name		VP (1 st) JS (2 nd) EG (3 rd)		DSL training undertaken		Yes	
Have all staff completed/refreshed L1 & 2 safeguarding training including FGM and Prevent Duty?						Yes	

First Aider name	All employees are first aid trained.	PFA training undertaken	Booked in for Emily Hoskins
Total number of staff	33	Total occupancy of children	Max 72 per day. Currently 126 on roll

3. Ofsted Inspection details

OFSTED EIF: <https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework>

Early Years Handbook: <https://www.gov.uk/government/publications/early-years-inspection-handbook-eif>

Last inspection grading	Good	Last inspection date	14/11/2022
Recommendations from last inspection and actions taken What did you do to meet these?	<ul style="list-style-type: none"> 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. 		
Any notifications to Ofsted needed in last year?	Yes. <ul style="list-style-type: none"> With regards to inappropriate conduct from residents (bully behaviour/smoking illegal substances) Child accident – tripped and fell – parent complaint 		

4. Pre-visit notes

Can the Manager make arrangements to conduct a joint observation or learning walk of the setting with an ELT member during the visit?	Yes.
Are there any concerns or areas for further development identified to discuss during the visit? For example, curriculum areas or safeguarding and welfare areas.	Potentially, tracking areas of children across the nursery was advised at last Ofsted visit,
What do you consider your setting's strengths to be?	How we deliver the EYFS, themes, related activities and displays, safeguarding, leadership and management, strong and happy bonds with children and staff, good budgets to support learning, garden area developed to encourage EYFS learning areas, parent partnerships - PPA.

5. Observation and Discussion notes from visit

EYFS Statutory Framework 2021: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Development Matters non-statutory guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf

Birth to 5 Matters non-statutory guidance: <https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf>

Progress check at age 2: <https://www.gov.uk/government/publications/progress-check-at-age-2>

Observation notes:(Observations may also be threaded through other sections in form below)

(Consider involvement levels and appropriate challenge for children)

Baby Room

Generally babies start from 9 months. Lots of floor play and includes short “group” times when all babies and staff join together for singing, rhymes or stories (this focus time can also happen with just 1 or 2 children). Resources are “themed”. Currently the theme is animals and this week the focus is on farm animals. The room is set up with areas which are always available to the children (books, large bricks, cause/effect toys etc. Heuristic play resources are available in the sensory room (just off the baby room). This room doubles as a sleep room. Any children sleeping are checked every 10 minutes (this is logged) and monitors are used too. When no-one is sleeping, babies can freeflow into the sensory room. The curriculum priorities are the prime areas. Children are exposed to lots of language through conversation with staff, singing and rhymes. Children are able to select their nursery rhyme from the “rhyme tree” of decorated spoons!

1-2 Toddler Room

Children tend to move into the 1-2 room at about 12 months. The priorities here are to continue to support the prime areas of learning. Children are given time to respond and develop their understanding. A role play area is now included to support PSED and CL. Again, there is a mixture of structured and child-led activities. The setting believe that it is important to introduce adult-led activities to broaden children’s knowledge. There is clear progression from the baby room – eg children are offered a fork in addition to a spoon at meal times.

2-3 Toddler Room

This room benefits from direct access to the garden and children are able to freeflow during their time slot (2 x 45mins daily). Children in this room benefit from Forest School sessions in a 6 week block with pre-schoolers. Priorities now include the specific areas of learning in addition to the prime areas. The 6 week theme in this room is “history”, with “pirates” being the theme for this week. Activities were “pirate” themed with pirate oats in the malleable/tactile tray, blue streamers for water in the small world, inflatable parrots in the water tray and children encouraged to build pirate ships in the construction area!

There is a child in this room with emerging needs and staff are using the graduated response, looking at what her needs are and putting things in place to support her, including adjusting her start/finish times to support her emotional needs.

Pre-school Room

The theme in the pre-school room is “space”. Children were enjoying doing “gravity-less” writing (paper stuck to the underside of the tables!), making papier mâché planets, matching and counting games with aliens! The priority in this room is independence and readiness for starting school across all 7 areas of learning. Children are encouraged to write their first name, listen appropriately at group times, be independent (eg putting on coats, laying the table, personal hygiene (toileting and nose blowing), counting to 10+, speaking in full sentences.

Weekly planning in all rooms includes Intent, Implementation and Impact. We discussed what the Intent is (ie the learning/development we want to see in the children). You may feel that the Intent for each room remains the same whatever theme/season etc it is. So, for example, you may say that Intent for Pre-school room is “Write own name; count accurately to 10; put on own coat; share nursery resources appropriately with others. You may then have Intent for your themes eg know the difference between an insect and an arachnid; know that plants need water and sunlight; know names of external body parts etc etc. Planned activities would go under Implementation for that Intent. (EG: To know that plants need water and sunlight”= Intent. Plant sunflower seeds; look at youtube video of seeds growing; read xxxx book; visit garden centre; look at plants in local park etc etc = Implementation. Children can say that plants need water and sunlight = Impact.

Garden

Good use is made of the garden area. EG and AW appreciate that it is not the largest space and have designed it very well. Children are able to run, climb and used wheeled toys. There are also areas where children can get involved in a range of activities eg growing area (resources from RHS), quiet area to chill out and/or read, water play area with pump, mud kitchen, woodwork bench with tools, loose parts, balls/bats/hoops etc. They are looking at creating a ‘potion station’ to support fine motor control, language and PSED.

6. Leadership & Management - Quality of Practice/Provision

EYFS guidance & support: <https://help-for-early-years-providers.education.gov.uk/>

Equality Act: <https://www.legislation.gov.uk/ukpga/2010/15/contents>

- Induction
- Supervision
- Professional development
- Working with other agencies
- ELT Forums & Training
- Wellbeing- Staff
- Staff deployment
- Ratios
- Clear & ambitious vision
- Self-evaluation systems
- Taking view of others
- Discrimination & Equality
- Impact of Covid on the above areas?

Initial induction is DBS checking and staff signing up to the HR facility used by the setting. Room leaders then do practice induction for the room the staff member is working in. Supervisions are comprehensive and include safeguarding, Health & Well-being for staff and children, feedback from peer observations and room observations. Supervisions are changing to be monthly meetings. The setting designed their own printed booklets, from the MCLV course, for staff to use as part of the supervision process. It includes reflection on their work, their strengths and what they want to work on. Staff appreciate the opportunity to be reflective of their practice. All staff have ½ yearly appraisals.

The setting's motto is "Protect, Prepare, Preserve" and this informs all the practice in the nursery.

The leadership team meet formally every 6 weeks. Feedback is passed to team leaders in a formal meeting and then team leaders feedback to their rooms. This ensures that messages are heard by everyone and everyone is on the same 'page'.

Deputies all have specific responsibilities:

Engagement Manager: parental involvement, organises parents' meetings, graduation, communication with parents.

EYFS Manager: oversees curriculum, Millies Mark, training needs (Makaton etc), apprentices, staff training.

H&S Manager: oversees accident logs, site management, ensures PAT testing, fire drills etc.

Well-being Manager: oversees peer observations, staff rewards, RHS scheme, Employee of the Month etc.

Staff well-being is important. The setting hosts an annual Awards Night/Christmas party. There are a number of awards voted for by parents, leadership and other staff.

The setting closes for 4 INSET days per year.

The setting uses apprentices (mostly from Indeed) who are given full induction and support.

7. Learning & Development

- Key Person systems
- Practitioner knowledge of children/development
- Interactions with children
- Communication & Language/EAL
- PSED – Self-regulation
- Child Wellbeing
- Learning environment (Breadth and challenge of AOL)
- Quality of resources
- Curriculum & Assessment
- Intent, Implementation & Impact
- Cultural capital
- Statutory assessment (2YO check)
- Parent involvement
- Home Learning
- Settling in / Transition
- Intervention
- Children with high level needs
- PD/PSED-Healthy lifestyles
- Children assessing risk
- Oral health
- Impact of Covid on the above areas?

There is a culture of continuous development of staff's knowledge of child development. Each room has its priorities for learning based on the 7 areas of learning in the EYFS.

The setting tracks children using Development Matters to support staff's understanding of where the children are in their learning and development.

All opportunities for learning are taking – eg. when walking to Forest School, staff point out stained glass windows on the church they pass.

Adult interactions with children are very good. Children quickly learn the routines and staff have high expectations of the children. There is an emphasis on communication with "conversation prompts" used in all rooms (these are pictures/artefacts relating to the topic and promote conversations with the children). Consider also 'random' things to initiate talk such as old fashioned iron, box of tissues – anything which will encourage pondering and wondering!).

Transition to school is a strength of the setting. Staff ensure that transition is not just a one-off event but is a journey which is supported from an early age with the vision and Intentions of the nursery. Children are supported to be "school ready" across all areas of learning. The children are supported to make little books with are shared with teachers in the new schools. Staff make observations and entwine these, together with the theme, into a story which is shared at the "graduation ceremony" in July. The pre-school room leader, VP, looks at menus from the various schools and discusses lunchtimes etc with the children. She asks for 'lost property' uniform to include in the role play. She understands that when children are familiar with something, they are more secure and less fearful.

The setting has 2 x SENDCos to meet the needs of the children. They oversee any IEPs/provision in the rooms, look at the graduated response and facilitate meetings as necessary. They would appreciate further SEND support from the LA. Currently they are concerned with the development of one child – the graduated response means that the child can now access the carpet sessions by laying on the floor with a blanket and light tapping from a member of staff. This is carefully monitored and adjusted as the needs of the child changes (eg. moving from tapping to just laying a hand on child's back).

All children have a 2 year old check which is shared with parents.

Parental engagement is another strength. Parents are involved with the menus, receive newsletters every 6 weeks, receive observations electronically every week and a 6 weekly summary. There is an active PPA who organise various events throughout the year. Parents who join receive a small amount off their fees as an incentive. The setting is involved in the Read With Me campaign and parents are encouraged to borrow books from the setting. The setting also makes Home Learning kits (eg playdough) for parents to do at home.

8. Safeguarding and Child Protection Procedures (Identify, Help, Manage)

Croydon Safeguarding Children Partnership: <https://croydonlcsb.org.uk/>

Statutory Guidance: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Statutory Guidance: <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Inspection Guidance: <https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills>

Prevent: <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Qualification checker: <https://www.gov.uk/guidance/early-years-qualifications-finder>

Wellbeing Toolkit: <https://croydonlcsb.org.uk/professionals/neglect/cscp-child-wellbeing-tool-print-form-v2020/>

Online Safety: <https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations>

- Policy & procedures
- Documenting concerns
- Allegations
- Whistleblowing
- Referral pathways
- Extra familial abuse
- Vulnerable families
- Devices & Online safety
- Safer recruitment
- Ongoing Suitability
- Visitors
- Out of borough
- Impact of Covid on the above areas?

All policies and procedures are in place.

There is a culture of whistle-blowing and all staff know that it is their responsibility to safeguard children at all times.

The setting recently made a referral to Early Help for a family.

9. Health & Safety

<ul style="list-style-type: none"> • Students or staff under 18 • Smoking & vaping policies • Risk assessments & checks • Record keeping-documents accessible • Food Standards Agency-FH needed for prep and serving • GDPR & ICO registered 	<p>Young Persons RA used for staff/apprentices under 18. All H&S policies in place.</p> <p>Daily RA carried out with children</p> <p>✓</p> <p>✓</p>
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10. Feedback and Recommendations

What strengths have you identified during the visit?	<ul style="list-style-type: none"> • Strong management and leadership who are very reflective practitioners • Staff work in teams – staff are happy working in the nursery • Children are happy! • Very good understanding of the EYFS curriculum • Parental partnership • Transitions
What areas for further development have you identified during the visit?	<ul style="list-style-type: none"> • Reflect on the purpose of tracking and the collation of data. You should reflect on whether identifiable 'groups' are making progress but consider whether you need tracking data to inform this? • New curriculum is currently being designed to incorporate Little Apples vision and ethos, this will form the basis of the tracking. • Reviewing how Family, our new software can import our curriculum and create assessments on children to enable us to review each child's progress in their learning journey • Review how staff use the 3 Is (particularly Intent) in their planning. You may think about unpicking your vision "Protect, Prepare, Preserve" and look at what it means in each room? This would support your Intent. • All staff received further training on the 3 I's and once our curriculum is completed this will form the foundation of our intent. • Ensure every opportunity is taken to engage children in literacy (writing in the role play, reading signs on walks etc)

	<ul style="list-style-type: none"> • Purchased new resources to be used in multiple areas in the class to enable the engagement for literacy. • Look at the Early Learning Team (ELT) training programme to support staff CPD. • Training programme has been shared with staff alongside other training programmes we have sourced. 		
<p>Actions taken by setting and ELT member following visit</p>	<ul style="list-style-type: none"> • VW to send some board games templates for Home Learning Packs • VW to send ELT training programme ✓ • AW to send VW list of languages spoken by children – Vanessa to source dual text books to add to setting's lending library. 		
<p>ELT member signed</p>	<p>*****</p>	<p>Dated</p>	<p>31st May 2023</p>
<p>Setting signed <i>Please sign and return signed copy to ELT. Thanks.</i></p>	<p>EG</p>	<p>Dated</p>	<p>31st May 2023</p>