

Report for childcare on domestic premises

Inspection date: 1 February 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

Staff provide a familiar and safe environment for children, with a focus on play and education. Children arrive at the setting happily and greet the adults with enthusiasm and smiles. They settle in swiftly by eagerly engaging in activities planned for them to meet their needs in a well-organised, stimulating environment. The staff's welcoming, kind and nurturing approach enables children to feel safe and cared for. Staff show care by providing comfort and reassurance to children when needed. Parents leave their children feeling reassured and state that the nursery is 'like a home away from home'.

Planned activities are engaging and child centred. High expectations of behaviour are consistently promoted by staff. Children are kind to each other and staff, reciprocating courtesy and respect by exercising good manners saying, please and thank you. Children behave extremely well at this setting. The strong bonds the children have developed with the staff facilitates them to settle well, explore and play confidently.

Staff encourage children to be independent, consequently, they do things for themselves. For example, children self-register on arriving at the setting. They use the toilet independently, remembering to wash and dry their hands as well as to throw the tissue in the bin. The youngest children are supervised, and prompts are given to foster independence, when needed.

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

- Staff plan children's learning to get them ready for their next stage in education. For example, older children are encouraged to put their coats on independently, while the younger children are supported by staff to do this. In the garden, children are given the opportunity to develop their gross motor skills, by practising catching and throwing a ball in a small group led by a member of staff. Staff demonstrate and model how to do this correctly. Children are also able to enhance their bike riding skills and progress to ride bikes without stabilisers independently.
- Staff understand what children know and can discuss children with confidence. Overall, they interact well with children, supporting their learning effectively. Occasionally, staff do not follow their key children's lead during their play. However, the resources in the learning environments are organised effectively, enabling children to make choices about their learning and play. As a result, most children are able to explore their own interests and ideas, including having the choice to settle and read a book in the reading area, which they do frequently.
- Staff assist the children to build their communication skills by repeating new

vocabulary. They encourage children to pronounce new words they have been introduced to correctly. This is helping children to build their language and communication skills.

- Staff have effective systems in place to assess children's developing communication and language from when they start. The manager promptly makes a referral and arranges help from external agencies to support children's speech and language development effectively, when this is required.
- Partnership with parents is positive and strong. Many families have remained with the nursery for many years. The manager and long serving members of staff know the families very well. Parents are well informed of their child's learning, development and progress. Parents receive regular updates from their key persons and attend termly parents' meetings. Parents speak fondly of the setting and the staff.
- Children have access to healthy, nutritious meals and snacks. When staff noticed children selecting the same fruit during snack time, they planned a fruit cutting and tasting activity linked to a text they had been reading, this was to encourage children to try different fruits during snack time. Children were introduced to new vocabulary to describe the taste, smell and texture of the fruit. Children were curious, engaged, excited and focused throughout the activity.
- Staff plan opportunities to develop children's knowledge and understanding of the world. For example, children had recently learned about the Chinese New Year and created their own dragons, which were displayed around the setting. They also celebrate each individual child and their identity by hosting an international evening, celebrating different cultures and ethnicities attended by all staff, children and parents.
- Staff support children with special educational needs and/or disabilities effectively. The manager and staff know how to refer a child for further assessment. The manager acts on advice given from multi-agencies to support children. She ensures relevant documentation is up to date. However, staff are currently using long-term targets to support children with less emphasis on breaking the targets into smaller achievable steps. This means, at times, group activities are not sharply focused on each child's individual needs and, at times, some children sit outside of the activity with less adult interaction.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of child protection and their roles to safeguard children. They have all recently completed extensive training around safeguarding to ensure their knowledge is up to date. The manager also works closely with the local authority Early Years Consultant and is confident of the procedures to follow if she has concerns about a child's welfare. Staff are also confident about the procedures to follow if they have concerns about a child whose welfare may be at risk. They know how to report concerns about children and who to report to. Policies, procedures and other required documentation are robust and

thoroughly maintained. Regular checks are made for staff to ensure their ongoing suitability to work with children.

What does the setting need to do to improve?

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

- strengthen the key-person system, so that it is consistently effective in promoting children's progress and development to the highest level
- develop further the special educational needs and/or disability (SEND) curriculum by breaking down long term targets, for individual SEND children, into smaller steps.

Setting details

Unique reference number	EY340583
Local authority	Hackney
Inspection number	10263988
Type of provision	Childcare on domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	14
Number of children on roll	11
Registered person unique reference number	RP510889
Date of previous inspection	18 May 2017

Information about this early years setting

Apple Blossoms registered in 2006. The nursery is open on Monday to Friday, from 8am until 6pm. The provider is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. The nursery employs five members of staff, three members of staff hold appropriate early years qualifications at level 3 or higher. The manager is a qualified teacher.

Information about this inspection

Inspector

Honufa Begum

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- A joint observation was carried out by the inspector and the manager.
- The inspector held discussions with children, staff and parents at appropriate times throughout the inspection.
- The inspector and the manager carried out a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector looked at a sample of documentation. This included staff suitability checks and children's registration documents.

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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