

# Inspection of Apples & Cherries Day Nursery

St. Laurence Church Hall, Shepherds Close, Uxbridge, Hillingdon UB8 2EZ

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Inspection date: 4 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Staff display enthusiasm and passion for children's learning. The result is contagious and everybody enjoys their time at nursery. Staff provide tremendous support and attention as they plan enticing activities. Children become extremely engaged and focused. They listen carefully to adults' instructions. Children delight in being read stories by staff, who dress up as the characters and use props, in order to bring stories to life. Babies babble and point excitedly at the pictures.

The provider and staff share a clear vision of being an attachment aware nursery. Parents say, 'We could not praise the team enough – their hard work, love, dedication and patience with the children is evident in everything they do.' Parents note how children's language and independence have developed since beginning nursery. Children display high levels of self-esteem as they proudly discuss their 'superpowers'.

Staff have implemented rigorous safety measures to minimise the spread of COVID-19. Children continue to receive exceptional support from staff during the ongoing pandemic. Families delight in receiving the 'well-being' packs the provider sends to those who need to self-isolate for any period of time. Packs include gifts to support the well-being of parents and carers, as well as toys for the children.

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

- The management team is highly committed to providing children and their families with a high-quality service. Managers seek the views of parents and of children to evaluate their effectiveness. Staff take part in analysis to identify improvements in their professional practice. Managers complete audits of learning areas. The nursery works well in partnership with other professionals. For example, it is working with the local authority early years adviser for special educational needs and/or disabilities (SEND). However, plans to fill gaps in children's learning and to ensure all achieve the best possible outcomes are still in progress.
- The provider supports practitioners' development exceptionally well. She states that 'when you know better, you do better.' She provides ongoing training and opportunities for staff to develop their professional knowledge. Managers have exceptional regard for the well-being of practitioners, and staff report that 'this is the most support I received in my life'.
- Staff deliver a clear and ambitious curriculum. Children's learning is carefully sequenced and staff ensure that children have numerous opportunities to return to past learning. For example, as children begin to learn about spring, staff place root vegetables in play areas to remind them about the learning that took place in the autumn. There is continuity in resources between rooms. For instance,

simple spoon puppets and books that support children to understand their emotions are duplicated throughout the nursery rooms. This means children can practise and build on what they know. The environment enables babies to build their strength through tummy time. Older children develop core strength as they pull themselves up on climbing walls.

- Staff sensitively help children to express their feelings about events in their home lives. Photos of children and their families are displayed throughout the nursery. This helps to support children's emotional well-being. Children are kind to one another, they help their friends to undo their aprons, and they work together well to solve small problems, such as undoing an icing stick.
- Staff ensure all children feel fully included. They consider children's fascinations when selecting resources. Visual signage and prompts support children with communication delay. Additional funding enables children with SEND to attend more frequently and, as a result, they make accelerated progress. They enjoy singing nursery rhymes, which supports their speech development. Partnership with parents ensures that significant cultural events in children's lives are acknowledged. Staff learn key words in children's home languages.
- Staff provide strong support for children's emerging literacy. They draw children's attention to sounds in the environments, such as the sounds of roadworks nearby. Older children competently clap out the syllables in new words. This develops children's listening skills and phonological awareness in preparation for starting school. Staff display common logos and everyday print in role-play areas, which provides opportunities for children to relate to print that is familiar to them and understand that it holds meaning.

## Safeguarding

The arrangements for safeguarding are effective.

The provider pays exceptional attention to children's safety. For example, she has applied for the 'Millie Mark' endorsement for nurseries that go above and beyond minimum requirements for trained first aiders. Staff follow safer sleep advice meticulously. In addition to informing parents of accidents that happen in the nursery, parents also complete accident forms when injuries occur at home. All concerns are reported to the local authority. The transparency with which information is shared between parents and professionals ensures children are securely protected. The provider pays meticulous attention to ensuring that adults are suitable to be around children.

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

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

- apply further rigour to the evaluation of outcomes for children to ensure that any gaps in learning close as rapidly as possible.

## Setting details

<b>Unique reference number</b>	EY556994
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	10191231
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	74
<b>Number of children on roll</b>	110
<b>Name of registered person</b>	Apples & Cherries Day Nursery Limited
<b>Registered person unique reference number</b>	RP556993
<b>Telephone number</b>	01895233444
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Apples & Cherries Day Nursery registered in 2018. It operates from St Laurence Church Hall in Uxbridge in the London Borough of Hillingdon. There are 18 members of staff. Of these, three have achieved qualified teacher status and six hold qualifications of level 3 or above. The nursery opens Monday to Friday from 7.30am to 6pm, for 50 weeks of the year. It is in receipt of funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Elizabeth Shack

## 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.
- The inspector completed a learning walk with leaders and managers of all the areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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