

Little Apples of Bramley

Unique reference number (URN): 507965

Address: Bramley Village Hall, The Street, Bramley, Tadley, Hampshire, RG26 5BP

Type: Childcare on non-domestic premises

Registered with Ofsted: 05/12/2000

Registers: EYR

Registered person: Little Apples of Bramley Committee

Inspection report: 26 November 2025

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Behaviour, attitudes and establishing routines

Strong standard ●

The extent to which leaders and staff take action to tackle possible barriers to attendance is particularly positive at this setting. The close working relationships staff have established with parents and carers help staff to understand the barriers children face. This has really helped to maintain their engagement with the setting. Leaders have introduced new ways of working to support children with managing their behaviour. This includes having additional staff to work more closely with some children. Although in its early stages, the action being taken is already highly impactful, as children have time after lunch to enjoy calmer activities. This enables them to take time out to explore activities designed to help regulate their emotions. Children are consistently supported to behave well and get along with their peers.

Staff are very positive role models and make regular use of opportunities, such as simple board games to support children's understanding of turn-taking. Children are resilient. For example, some work independently to create their own challenges and obstacle courses outside. They set up planks of wood between two logs and attempt to balance and walk across. If the plank falls, children do not give up. They persevere and try again.

Inclusion

Strong standard ●

Inclusive practice is a particular strength of this setting, with leaders and staff striving to reduce barriers to children's learning and/or wellbeing. Leaders visit families at home to offer support, such as help filling out forms to ensure children can access their full-funded entitlement. They work closely and effectively with parents and external professionals to put strategies in place and work collaboratively to use early years pupil premium funding to make the best impact. This includes, for example, funding a healthy, cooked meal at lunchtime. Parents feel able to reach out to staff for support and feel secure to share what is going on in their home lives. Staff are very aware of those children who may be more vulnerable and are vigilant in keeping children safe.

Leaders and staff are committed to supporting all children, including those with special educational needs and/or disabilities. They accurately assess children's emerging needs early on and liaise with health professionals on an ongoing basis to set new targets promptly

where needed. This is effective in helping children make continued progress in their learning.

Expected standard

Achievement

Expected standard 

All children are making steady progress from their starting points and are developing the knowledge and skills they need for the next stage of their learning. This includes children who have barriers to their learning. Children receive positive support for their behaviour. Those needing extra help with their communication and language development are also making sound progress as a result of targeted language sessions. Children are becoming confident in their physical skills as they climb and use various equipment outside. They enjoy learning about the natural world, for example when wiping down equipment outside to make it less slippery, staff talk to children about how the heat from rubbing melts the ice. Some children are able to play independently without always relying on the input of staff. However, when staff are not on hand to channel children's learning and activities have missing pieces, children are not always sure what they need to do. This does not fully support all children to consistently benefit from the curriculum on offer.

Children's welfare and well-being

Expected standard 

Staff provide a familiar routine, which helps children to feel secure. Their positive relationships with parents really help key persons to get to know the children well. Staff provide lots of advice and guidance to families on matters such as sleeping, diet and oral health. This is also consistently promoted in the setting, as staff set up fun resources, such as a messy play tooth brushing activity. Children are well supported to learn about being healthy. For example, when children have a runny nose, staff show them how to wipe their noses with a tissue, place it in the bin and clean their hands afterwards. Children are provided with a healthy snack and develop independence as they pour their own milk or water from jugs. In general, staff supervise children closely during mealtimes to keep them safe. However, at busy times, staff sometimes deal with other tasks, which impacts on how closely they can support and interact with children.

Children have lots of opportunities for outdoor play. They are able to develop their physical skills and challenge their own risky play when they take part in obstacle courses. Staff offer high levels of reassurance, which develops children's confidence and self-esteem.

Curriculum and teaching

Expected standard 

Leaders work with staff to create a flexible, adaptable curriculum based on the needs of the current children attending. For example, the team has recognised that the current cohort of children need extra support with managing emotions and learning how to understand their own feelings and those of others. As a result, additional staff are on hand to provide extra guidance to children on their behaviour, and calming activities are planned to help children

regulate their emotions. Although this is in the early stages, it is evident that staff's actions are having a positive impact on children's relationships and attitudes to learning.

Staff provide a wide range of activities that help to extend children's knowledge and skills. Staff use their knowledge of the children to help them make secure progress in their learning. Communication and language development has a clear focus across the setting. The outdoor environment is well planned for, enabling children who prefer to learn and play outside to benefit from activities covering all areas of learning. For example, staff teach children how to throw balls and catch with sticky catching mitts. Some children independently choose to sit and look at books outside while others challenge themselves on an obstacle course. Staff weave in mathematics, such as counting and positional language, as children play. There are plenty of activities indoors to engage and interest children. However, at times, staff and leaders do not recognise when play areas need tidying. When these areas are not tidied and staff are not present to channel children's learning, some activities are not utilised to support children's independent learning, as pieces are missing or children are not clear what they are expected to do.

Leadership and governance

Expected standard 

Leaders are ambitious and passionate about their provision. They recognise the changing cohort of families over the years and adapt accordingly, providing lots of support to parents and their children, particularly those who face barriers to their learning. Leaders strive to support children's good attendance at the setting, recognising the benefits this provides to children's early education. They are proud of their partnerships with parents, which has evolved and developed since the last inspection. Parents comment positively on the information they get about their children's care and learning and how they can support their children at home.

Leaders assess the strengths of their provision well and identify some areas for future development. They have not fully evaluated how the learning environment changes over the course of the day and the impact this may have on children's learning. In addition, leaders have not fully assessed the snack time routine compared with how effectively lunchtime works. Leaders have, however, strengthened the quality of staff supervisions since the last inspection and support staff well in their professional development. Ongoing training is well planned and focused firmly on the needs of the children. Staff comment that they feel well supported and are happy in their roles.

What it's like to be a child at this setting

Children achieve well at this setting where staff closely follow the pre-school ethos of enabling children to 'S.H.I.N.E', meaning that children are 'safe', 'happy', 'interested', 'nurtured' and 'engaged'. The care and support in place for children who have barriers to their learning is highly commendable. Every family is treated with equal respect, and staff

build trusting relationships with children's parents and carers. This supports good attendance at the setting, which, in turn, enables children to develop positive habits for learning. Staff strive to make a difference to children's lives. They build children's cultural capital by introducing new experiences to deepen their knowledge of the world. For example, they organise visits from a mobile farm to introduce children to animals they may not have encountered before.

Children are greeted warmly by staff. They arrive happy and ready to learn. Children have a clear understanding of the routine. For example, they learn to use visual aids to self-register on arrival and know where to hang their bags and coats. Children are eager to explore their environment, which staff work hard to make inviting at this pack-away setting. Staff deploy themselves well around the setting, inside and outside, to provide encouragement and support for children's learning. Children develop friendships and enjoy the company of their peers. They enjoy taking responsibility for small tasks, such as scraping away their food and washing up their plates after snack. This supports children to acquire essential skills for later in life.

Next steps

- Leaders should encourage staff to review the organisation of the environment on a regular basis to ensure children's play areas are tidy and welcoming, so that quality learning experiences are consistently maintained.
 - Leaders should strengthen the organisation of mealtimes so that staff can provide consistent supervision and continue interacting with children, without being distracted by other routine tasks.
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About this inspection

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.

The inspector spoke with leaders, practitioners, parents and children during the inspection.

Inspector:

Nicky Hill

About this setting

Unique reference number (URN): 507965

Address:

Bramley Village Hall
The Street, Bramley
Tadley
Hampshire
RG26 5BP

Type: Childcare on non-domestic premises

Registration date: 05/12/2000

Registered person: Little Apples of Bramley Committee

Register(s): EYR

Operating hours: Monday, Wednesday, Thursday, Friday : 08:30 - 15:00, Tuesday : 08:30 - 12:30

Local authority: Hampshire

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 26 November 2025

Children numbers

Age range of children at the time of inspection

2 to 4

Total number of places

60

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standards expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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