

# Acorn Day Nursery (Brafield On The Green)

Inspection report for early years provision

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<b>Unique Reference Number</b>	220227
<b>Inspection date</b>	11 June 2007
<b>Inspector</b>	Elizabeth Culley
<b>Setting Address</b>	Church Lane, Brafield on the Green, Northamptonshire, NN7 1BA
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<b>Registered person</b>	Acorn Childcare Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Acorn Day Nursery, Brafield On The Green, is part of Acorn Childcare Ltd. The nursery has been open since 1997 and operates in the old village school. There are three playrooms, and an enclosed outdoor play area.

There are currently 38 children on roll. This includes 14 funded three-year-olds and seven funded four-year-olds. Children attend for a variety of sessions but most attend full time. Staff are able to support children with special needs and those with English as an additional language.

The nursery opens Monday to Friday, 51 weeks of the year, excluding bank holidays. Sessions are from 07.45 to 18.00. There are 12 staff who are managed by a suitably qualified and experienced person-in-charge. Seven of the staff hold relevant early years childcare qualifications at Level 3. A further person assists with the programmed swimming trips each Wednesday morning. Music, dance and French teachers also visit the nursery. A qualified and experienced cook and other domestic staff are also employed. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children's health is generally promoted well. Most areas of the premises are maintained to good standards of hygiene, however, there is room for improvement in the toddler area. All children are learning about personal hygiene in their daily routines to prevent the spread of infection. They wash their hands when they come in from the garden and after visiting the toilet. All children have their own toothbrush and clean their teeth after lunch. Effective nappy changing routines are in place for babies and toddlers to prevent cross-infection. Children enjoy the benefits of fresh air and natural light as they have several opportunities throughout the day to play in the garden. Their physical growth and development is promoted. Babies and younger children enjoy their after dinner sleep whilst older children sit quietly and listen to stories. Children develop their large body muscles as they run, climb and play ball games. Fine muscle control and hand eye co-ordination is encouraged as they manipulate small world toys and handle small tools. Children wear hats and apply sunscreen to protect them from the harmful effects of the sun. Staff are trained in first aid procedures, therefore, children who are unwell are given support and care until collected by their parents.

Healthy eating is promoted for children who receive a balanced diet with a suitable vegetarian option if desired. Their specific dietary requirements are discussed and agreed with parents at the initial visit and their individual needs are met. Children enjoy socialising as they sit together for meals. They enter into discussions on the merits of drinking milk and eating fruit to make strong bones and keep them healthy.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children's safety is promoted as they are looked after in a safe and secure building with coded access for staff and parents. They have access to a fully enclosed garden and outdoor play area. Children are supervised well to protect them from potential accidents and leaving the premises unaccompanied. The organisation of space, resources and art displays creates a welcoming environment for children and their families. Children's independence is promoted. They move freely around the room choosing activities from the developmentally appropriate resources provided and they are making progress in their development. Children are protected from potential hazards because staff carry out a routine risk assessment each day. They learn how to keep themselves safe as they practise evacuation procedures and know they must go outside when the whistle blows. Older children learn to consider others as they help staff to tidy up and brush up the sand from the floor to prevent accidents.

Children's welfare is promoted because staff have a knowledge of the local authority guidelines for safe guarding children. They are able to put the procedures in place when necessary to protect children from abuse.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children enjoy their time at the nursery and are settled. Plans clearly show how staff have begun to implement 'Birth to three matters' and children are making progress in their development. They are forming relationships with staff and their peers, for example, babies

readily respond with smiles and laughter as staff play and talk to them. Children engage in a varied range of activities and select resources independently. They are developing their language and communication skills, however, staff sometimes miss opportunities to develop younger children's language for thinking by not asking open ended questions. Younger children explore their senses as they listen to music and investigate treasure baskets. Older children enjoy role play, dressing up and acting out real life situations. They develop their own ideas and creative skills by rolling, cutting and moulding play dough, painting, and making cards for special occasions.

Overall the quality of teaching and children's learning is good. The staff have a secure knowledge of the Foundation Stage, the stepping stones and how children learn. This enables them to plan a broad range of activities that relate to the children's interests and covers the six areas of learning. An effective key worker system is in place and staff use children's observations to identify areas for their development and take them on to the next stage. Children are motivated and make links in their learning as they develop a theme. They play co-operatively, sharing and taking turns appropriately, for example, they use the sit and ride cars and link them together to make a train and work together to manoeuvre it around the play ground.

Children speak confidently and describe what they are doing during play and follow instructions well. They enjoy listening to music as they play and talk about their recent trip to the children's theatre. Children are developing their understanding of language as they enthusiastically learn French and answer questions correctly. They listen intently to stories and join in songs and rhymes. Children recognise their names on the snack table and younger children are beginning to form letters by joining dots whilst older children write their names independently. They choose books for pleasure and read to each other. Children are developing a secure understanding of mathematics. They confidently count to 10 and beyond and are able to calculate the number of boys and girls present and how many there are in total. They enjoy completing puzzles and playing games where they match shapes and colour. Children design and make models with a variety of materials, for example, they have created a model village and added small world people to it. Children confidently use the computer and know how to complete programmes and move them on to different levels. They have access to mechanical and programmable toys and confidently switch on the small tape recorder in the home corner. Children are learning about the wider world as they explore a variety of cultures and festivals and participate in Christmas celebrations and learn about Chinese New Year. They take an interest in the natural world as they learn to grow seeds and look at insects in the garden. Children act out real life situations using small world resources where they show care as they change and feed the dolls and prepare imaginary meals for others.

### **Helping children make a positive contribution**

The provision is good.

Children's social, moral, spiritual and cultural development is fostered. All children are welcomed to the setting and fully included in the daily routines and activities provided. Their self-esteem is promoted as they independently select activities from the interesting resources provided. Babies individual daily routines are respected to provide continuity of care, for example, they are fed on demand. Children have good opportunities to develop their personal identity and they create displays about "my family". They are developing a positive approach to diversity by learning about a variety of cultures and their languages through the resources provided. Children with specific development needs are fully included in the setting and staff work closely with the family and other professionals, therefore, they make progress in all areas of their development and their individual needs are met.

Children are developing good manners and they say 'sorry' when they upset others. They are learning to manage their own behaviour as they play together in harmony. The staff share well written documentation with parents to ensure they are familiar with the daily routines and children settle well. They exchange information daily and are invited to attend parents evenings to discuss their children's progress, therefore, their welfare is promoted.

The partnership with parents and carers of children who receive funding for nursery education is good. Parents receive useful information about the Foundation Stage and activities their children are involved in. They are able to support their children's learning at home because staff set simple tasks for them to complete with their parents, for example, they share books, and learn how shapes are formed by joining dots to create a letter. Staff carry out observations and gather evidence about how much children know and can do to determine their starting points as they enter the Foundation Stage. Children's development records are shared with parents during parent evenings and they are given opportunities to contribute to them.

## **Organisation**

The organisation is satisfactory.

Overall the needs of the range of children attending the nursery are met. Overall children benefit from the well-organised staff, space and resources that allows them to develop their ideas in a safe environment. Children are grouped according to their age with sufficient staff to ensure they have appropriate care. Policies and procedures are implemented by suitably qualified staff, who are clear about their roles and responsibilities. As a result children are happy and secure and their well-being is promoted. All documentation and records are well maintained and available for inspection, therefore, children's welfare is promoted.

The leadership and management of the nursery is good. The welfare, care and learning of all children is successful because the nursery has a clear vision and provides good quality nursery education. Children benefit from the strong commitment to staff training and development in order to enhance their experiences and ensure they reach their full potential. Although there are some systems in place, such as staff appraisals and training profiles, the use of evaluation is not sufficiently developed to show clearly how successful the quality of teaching has been in promoting children's learning.

## **Improvements since the last inspection**

At the last inspection the manager was asked to update her policies and procedures for behaviour management. Children's welfare has been further promoted as procedures have been updated and sensitive issues dealt with in a professional manner.

## **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- promote good health for children by ensuring all areas are cleaned regularly
- develop children's language for thinking through the use of open ended questions
- ensure younger children have access to a suitable selection of books.

#### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the use of evaluation to monitor the quality of teaching and children's learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)