



# Little Acorns Day Nursery & Pre-School

Inspection report for early years provision

<b>Unique Reference Number</b>	509972
<b>Inspection date</b>	11 July 2005
<b>Inspector</b>	Jane Elizabeth O'Callaghan
<b>Setting Address</b>	Little Acorns Day Nursery, 83-85 Hall Road, Hull, HU6 8QL
<b>Telephone number</b>	01423 470535
<b>E-mail</b>	
<b>Registered person</b>	Margaret Tomlinson and Christine King
<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 good. 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?

Little Acorns Day Nursery and Pre-school has been registered since May 2001 and is privately owned. The nursery operates within the north of the city of Kingston Upon Hull, approximately three miles from the city centre.

The property has been converted from two semi-detached domestic houses and care is provided over two floors, with younger children and babies being accommodated on the first floor. The nursery opens from Monday to Friday from 07.30 to 18.00. They

are currently caring for 107 children of whom 3 year olds and 4 year olds are in receipt of nursery education funding. The nursery currently supports children with special needs. The nursery is registered for 58 children aged 3 months to 5 years old.

There are 15 staff employed and all hold a relevant child care qualification, the majority of which is NVQ level 111. Staff are working towards gaining a higher level such as NVQ level III in supervision and NVQ level IV in Management. The setting receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children develop a good approach to their health through the staff's positive practices and procedures. This meets the children's needs effectively through personal hygiene, physical activities and promotion of healthy foods. Children are becoming increasingly independent in their personal care and physical skills.

Children test and develop physical skills and control of movement through the access to a good range of experiences and activities both inside and outside. Staff have a sufficient knowledge of children's development to enable the youngest children to be eager to try out new skills and seek support when needed. For example, balancing on a beam, digging for worms and riding of bicycles and cars.

Children enjoy fresh fruit and other healthy options at snack time. The sleeping and feeding routines for the younger children are monitored and recorded appropriately as discussed with parents. Older children are able to discuss foods that are not good for you, such as sweets and "too many MacDonald's".

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

The provision is good.

Staff ensure risks of accidental injury are lessened, through the detailed and effective safety policy and procedures in place. However, one area needs to be addressed, for example the leaving around of a plastic carrier bag at children's level. The security of the building is very good and staff are able to see all persons entering. For example, all parents, staff and visitors have to ring a door bell and wait to be allowed in.

Children are partly involved in organising their environment, for example, children are responsible to tidy up and walk up and down stairs confidently and safely. Children use good quality resources and equipment, which are appropriate to their developmental needs and organised for children to access independently. The children learn about dangers around them and how to protect themselves. For example, going up and down stairs, fire drills and being safe on visits/trips.

Children are well protected by staff who have a sound understanding of child protection, through detailed policies and procedures which promote the importance of

children's welfare.

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

The provision is good.

Children are settled and enjoy coming to the nursery. The staff are keen and interested in the children. They are extending their knowledge and skills for the children under three years old and developing their programme of activities. The younger children are developing a sense of self and belonging. The use of space for the rising two year olds and above is effective in meeting their needs. Staff in the pre-school have a sound understanding of the Foundation Stage Curriculum to provide the children with adequate learning opportunities.

Staff provide continuity of care for the children under two years, which ensures their routines and needs are well met overall. For example staff have attended Birth to three Matters, and place posters around for parents. Good relationships are established that enhance children's independence and promotes their development of well being appropriately.

### **Nursery Education**

The quality of the teaching and learning is good. The children are keen to learn and participate in the range of activities offered, which are suitably organised and accessible to the children. Staff use an appropriate range of teaching methods with the children to support their learning across the curriculum. Children work well together and follow routines safely and accept responsibility for their actions. The children have good levels of concentration and imagination, and on occasions offer and extend their ideas through their play. For example, making box craft of a computer for the travel agents or playing hairdressers. There are displays of the children's work which shows a variety of resources used, such as bubble painting and shapes patterns.

Children communicate well both with each other and staff. For example, staff encourage the children to share their experiences in what they know, and sometimes encourage questioning if a child is uncertain. This supports their thinking skills to develop their independence. Children have opportunities to mark make and recognise letters in their names. Children are developing their confidence and use of numbers and counting to ten and beyond for the older children in their daily activities. For example, how many children are in the line, through number songs. They use the computer daily and this provides games to enhance their mathematical and fine motor skills.

Children are independent in most aspects of their play and personal care, however there are some missed opportunities at meal times. For example, children are not given the choice to serve food and drinks at meal times.

Children are able to explore and investigate their surroundings in the nursery garden, on visits and through topics. For example, growing carrots, tomatoes, and visits from outside agencies such as zoo lab. Physical skills are well balanced and the children

are confident in their use of both large and small equipment. Creative experiences and resources assist the children to make sense of the world around them.

Assessment of the children's learning and progress is managed by the child's key worker. Evaluation of activities and ongoing plans do not always show challenges or additional support for children, which impacts on how future planning for individual children is effective.

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

The provision is good.

Children are welcomed and valued and staff are responsive to their individual needs. Children's behaviour is good and staff promote positive role models for the children in taking turns and to share. The older children are learning to take responsibility for their actions within realistic boundaries for them to follow. Their understanding of right and wrong is increased as they respond to gentle reminders to respect and care for resources and their environment.

The children have access to resources that promote diversity, and they are beginning to learn about the world around them. Children with special needs are supported and effective arrangements are in place. Some visitors come into the nursery, and children have occasional outings to extend their experiences. Children's spiritual, moral, social and cultural development is fostered well.

Partnership with parents is good. Children benefit from the parents positive relationships developed with staff. They are encouraged to be involved at the start of their child's time at nursery. Babies and younger children's sleep and feeding routines are followed effectively by staff and this is recorded in a daily diary, which is also used by parents to make comments. Appropriate information is given to parents through the prospectus and regular newsletters, which include the topics children are to do in the pre-school and how parents can support their child. Opportunities are offered to them to attend nursery to discuss their child's progress

### **Organisation**

The organisation is good.

The premises are well presented and offer suitable space for all the children both inside and outside. This supports the children's overall learning and play opportunities. There are suitable detailed policies and procedures that promote and contribute to children's welfare and safety. There are effective procedures in place for the recruitment and induction of staff. Appraisals are carried out efficiently and regularly, which provide clear training plans for all staff to develop their skills. For example, Birth to three framework and child protection.

A key worker system is established for all children and staff in the baby unit are consistent, which provides both the children and parents with continuity of care and contact.

The leadership and management of the nursery education is good. Staff have attended foundation stage training and are involved in planning for the curriculum to help children develop. There are informal evaluations of staff performance and appraisals are used to monitor staff development. Assessments records are updated by key workers, who monitor children's achievement and development. Overall, the provision meets the needs of the children who attend.

### **Improvements since the last inspection**

The provision now holds on file all checks and clearances for all staff working for them. This is detailed showing the check required, date of forms received, date sent for clearance and date of receipt of clearance. It is kept in the office on the notice board and also in individual staff files.

### **Complaints since the last inspection**

There are no complaints to report

## **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 good. 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 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):

- ensure all areas are free from dangers

#### **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 children's individual assessment records to plan for their next steps in learning.
- develop the organisation of snacks and meals so that children can further increase their independence skills

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)