

# Little Acorns

Inspection report for early years provision

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<b>Unique reference number</b>	EY305073
<b>Inspection date</b>	09/12/2008
<b>Inspector</b>	Yvonne Campbell
<b>Setting address</b>	55 New Cheltenham Road, South Gloucestershire, BS15 1TN
<b>Telephone number</b>	0117 9606537
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## **Description of the setting**

Little Acorns Nursery is privately owned. It opened in 2005 and operates from a converted house in Kingswood, Bristol close to main routes to the Ring Road. A maximum of 24 children may attend the nursery at any one time. Children have access to two secure outdoor enclosed play areas.

There are currently 49 children on roll on the Early Years Register. The nursery supports children who have English as an additional language. The nursery also supports children who have learning difficulties and/or disabilities. Children attending the nursery come from a wide catchment area.

The nursery employs 12 members of staff who have direct contact with children. Most staff hold appropriate Level 3 qualifications. In addition, one holds a Level 4 in qualification management and another holds a Level 4 qualification in Children's Care Learning and Development. One member of staff has a Level 1 qualification and is currently working towards Level 2. The nursery also employs a cook. Advice and support on learning and development is provided by the local authority.

## **Overall effectiveness of the early years provision**

Children's welfare is given high priority and they are cared for by staff that are qualified and experienced. Children's individual needs are satisfactorily met and children have a sense of belonging. Staff are proactive in their efforts to engage parents and have created a home from home atmosphere where parents are relaxed and children take part in a range of enjoyable learning activities. Satisfactory systems are in place to evaluate the provision's strengths and areas for improvement. Any changes are made swiftly in order that children may receive the benefits.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- improve systems for assessment and ensure children's learning and development occurs as an outcome of their individual interest and abilities and that planning for learning and development takes account of these
- ensure contact information on the regulator is correct
- consider the arrangements for meal times to ensure that children under two years have their individual needs met when they are cared for in mixed age groups.

## **The leadership and management of the early years provision**

Tasks are appropriately delegated to staff and each take responsibility for maintaining an orderly and effective learning environment for children. Staff

retention is steady providing stability and continuity of care for children and many younger siblings attend. Staff development needs are evaluated through a yearly staff appraisal system. The manager and deputy also provide staff with the opportunity to comment on their effectiveness in managing the provision.

Children's well-being is safeguarded and promoted through the implementation of the sound policies and practices. For example, Criminal Record Checks (CRB) have been completed on all adults working on the premises and a written safeguarding children policy is in place which shows the action staff will take if there is suspicion that abuse may have taken place. Liaison with parents and outside agencies help staff to plan for children who have learning difficulties and/or disabilities ensuring their individual needs are met.

Partnership with parents is good. Staff engage them in conversation during arrival and collection times. In addition, written information is provided on a notice board with personalised notes for parents and carers. Parents know the activities their children are involved in as they receive this information in a regular newsletter. Parents also have general information about the setting as they receive copies of written policies and procedures. This includes information about the setting's complaints procedure; however information informing parents how to contact the regulator is out-of-date.

The provision has evaluated its strengths and weakness and has made several improvements to utilise the available space and create better areas for children to play. For example, a safe cushioned surface has been laid in the back outdoor play area improving safety for children during energetic play and they rest in shaded areas during sunny weather. However, some aspects of learning and development under the EYFS have not been fully implemented owing to delayed training. There are some new systems in place for assessing the progress children make, although staff are not yet fully confident when using these in planning learning opportunities based on individual children's interests and development needs.

## **The quality and standards of the early years provision**

Children make satisfactory progress as staff have a sufficient understanding of the early learning goals and the learning and development programmes. Children engage in activities which cover all areas of the learning programme. They are also able to self-select items they play with as resources are stored at child-height in accessible containers. Staff are sensitive to children's needs and extend children's learning sufficiently whilst ensuring they have fun. For example, during water play, children play purposefully as they explore how water may be poured out through various channels and containers. Small models of sea creatures are placed in the water and when retrieved by a child, a member of staff engages children in discussion about the name of each animal, and whether it swims and lives in the water. Learning on the theme is further consolidated by a table top display of sea creatures.

Children have opportunities to talk and to extend their vocabulary. They enjoy favourite stories and listen with interest as adults read to them, making relevant comments about the characters. Children are being taught how to use numbers

usefully during day-to-day activities. Staff provide opportunities for older children to count the number of children present at registration and numbers are also used in songs and games. Children enjoy playing in the popular social corner where they talk and engage in imaginary play and show their skill in using a range of child size household cleaning equipment such as brushes, dusters and kitchen utensils. Others find space to be by themselves and enjoy quieter play with favourite resources such as dolls and cots. However, some child initiated learning which occurs during their free play is not being effectively used by staff to progress children's individual learning and development, as systems for observations and planning under the EYFS are still being developed.

Children under two have close and loving care as staff have sound understanding of their needs through thorough registration and settling in procedures. The baby room is calm and interesting allowing the children to move around safely to explore and to exercise their limbs. Items of interest are placed at floor level to encourage children to increase their mobility and investigate. Babies enjoy adult initiated play where they explore senses of touch, taste and smell. Progress is recorded in children's individual records and parents also have daily verbal and written feedback about care. The under twos occasionally join in larger group with older children and some benefit is gained from the indirect contact with older children. However, during lunch time, some younger children show signs of being unhappy in the larger group where the needs of the older children require more attention from staff.

Children are kept safe on the premises through an ongoing system for assessing risk in all areas. Where risk is identified, staff act promptly to ensure control measures are in place to reduce or remove any possible harm. Both children and staff are all familiar with the procedure for the emergency evacuation of the building as fire drills are practiced and evaluated on a regular basis. Children learn procedures about how to stay safe during trips and walks in the community.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.