

Little Acorns Day Nursery

Inspection report for early years provision

Unique reference number EY373498
Inspection date 05/01/2009
Inspector Alison Weaver

Setting address Little Acorns Day Nursery, Elim Family Centre, Hartfield Road, EASTBOURNE, East Sussex, BN21 2AD
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Type of setting 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 Day Nursery opened in 2008. It operates from a purpose built unit in a building owned by the Elim Family Centre near the centre of Eastbourne. The nursery has access to a large playroom, a smaller room for children under two years, a toilet area, kitchen, office and staffroom on the first floor of the building. There is a lift for access. A maximum of 46 children may attend at any one time. The group opens five days a week for 51 weeks of the year. Opening hours are from 07.45 until 18.00. All children share access to a secure enclosed outdoor play area.

The provision is registered on the Early Years Register. There are currently 13 children from birth to under five years on roll. Children come from a wide catchment area. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The setting employs two staff. Both staff, including the manager, hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall, the setting provides satisfactory care and support for all children. Their individual welfare needs are met and staff are beginning to ensure that their learning needs are identified. As yet, the learning needs are not fully used in the planning of activities to help all children make progress. The management has made improvements since registration, particularly with regard to the use of the rooms. They show a willingness to continue to develop the setting and actively seek help from the local authority to improve the provision for children.

What steps need to be taken to improve provision further?

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

- improve the planning of adult-led activities, taking into account the individual observations and assessments to ensure that the activities are relevant and offer motivating experiences for individual children
- continue to develop opportunities for parents to contribute to the observation and assessment process.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure there is a named deputy who is able to take charge in the absence of the manager (Suitable People).

06/03/2009

The leadership and management of the early years provision

There are satisfactory recruitment and induction procedures to ensure that new staff are suitable to work with children. The staff have a range of appropriate written policies to help support them in their role. These include satisfactory safeguarding procedures to help protect children. Staff show a good understanding of how to deal with any concerns around child abuse. Ongoing training is encouraged and yearly appraisals are carried out to develop staff's knowledge and skills. Currently the setting is not meeting the requirement regarding staff as there is no named deputy in place.

The required documentation is in place and generally well maintained. Satisfactory, formal risk assessments are carried out for the premises and for outings. Staff also ensure that the area is safe and secure for the children by carrying out daily safety checks. The rooms are organised and divided well to meet children's needs. Staff create a colourful and attractive indoor environment for the children.

The setting is building a satisfactory partnership with parents. They are given a variety of useful information about the way the setting operates. Staff obtain general information from parents about each child, such as home routines, so that they can provide consistent care. Parents are kept well informed about their child's day through the daily care diaries, although the focus is on the welfare of the child. Staff have not yet developed many ways for parents to contribute to children's learning and development and to be kept informed about their progress towards the early learning goals.

The management has started to review and assess the childcare provision but this is in the early stages. They have begun to seek feedback from parents so that they can take into account their views and ideas. The management is aware of the weaknesses in the setting and are taking steps to address these. For example, they have an action plan to develop the outdoor area as a learning environment.

The quality and standards of the early years provision

Children enjoy their time in the setting. They are happy, settled and well occupied. They concentrate well at activities such as sand and water play. They like to explore their environment and find out how things work. They learn how to fix toys together such as train tracks. They show curiosity as they look at themselves in the glass and mirrors. Children are encouraged to develop their independence and there are many opportunities for them to self-select resources from the good quality equipment. Their language skills are promoted through effective adult interaction and support. The children build good relationships with each other and with adults. They behave well and staff have appropriate strategies for managing any negative behaviour.

Staff get to know the children well and use their individual interests to extend their learning and experiences as they play. The staff have introduced a satisfactory observation and assessment system that identifies the next steps for individual

children to help them develop. The staff use this system to plan and provide a broad and balanced curriculum. However, the written activity plans for adult-led activities lack focus, clarity and helpful detail. Staff are not fully taking into account individual children's needs in these plans to ensure that all make progress.

Children are encouraged to develop healthy lifestyles. They have regular opportunities to enjoy fresh air and exercise. Children have fun playing outdoors with a varied range of equipment. They learn to use their bodies in different ways such as jumping, running, kicking and throwing. They eat healthily and have easy access to drinking water. Good personal hygiene is promoted with the children in everyday routines. Satisfactory hygiene procedures are carried out by staff to minimise cross infection.

Children learn to keep themselves safe through fire drills and reminders about the safety rules. Staff also use toys and activities to reinforce safety issues such as hot cookers. Children go on outings where they learn about how to cross roads safely.

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

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

Leadership and management

| | |
|---|---|
| How effectively is provision in the Early Years Foundation Stage led and managed? | 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? | 3 |
| How well are children safeguarded? | 3 |

Quality and standards

| | |
|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 3 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 3 |
| How well are children helped to stay safe? | 3 |
| How well are children helped to be healthy? | 3 |
| How well are children helped to enjoy and achieve? | 3 |
| How well are children helped to make a positive contribution? | 3 |
| 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

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 registration.

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.