

Little Acorns Day Nursery

Inspection report for early years provision

Unique reference number EY378122
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Inspector Christine Bonnett

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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 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 is privately owned by Jigsaw Day Nursery & Montessori School Ltd.

It opened in 2008 and operates from two units in Ealing Broadway, in the London Borough of Ealing. A maximum of 77 children may attend the nursery at any-one time. The nursery is open each weekday from 07:45 to 18:15 all year. Children have access to a secure enclosed outdoor play area. Both units are accessible for people with disabilities.

There are currently 108 children aged from four months to under five years on roll, some in part-time places. The setting is in receipt of funding for the provision of free early education to children aged three and four. It is registered on the Early Years Register. The nursery employs 23 staff, of whom 13 hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The nursery provides children with a clean, safe and stimulating environment in which they make good progress in their learning and development. Staff have a thorough knowledge of each child's individual background and needs, gained from working closely with parents. The setting recognises the benefit to the children of continuously enhancing its existing good practice.

What steps need to be taken to improve provision further?

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

- provide suitable equipment to stimulate and challenge babies to be more physically mobile, including that which supports and encourages them to pull themselves up to a standing position and walk
- improve hygiene standards at meal times in relation to hand washing to prevent the risk of cross infection.

The leadership and management of the early years provision

The provider/manager and her deputies provide strong and effective leadership and management. There is a common sense of purpose, which focuses on helping all children make good progress in their learning and development and promoting their welfare. Parents and staff are involved in the settings self-evaluation process. This has effectively identified strengths and areas to enhance. The management team has drawn up an action plan, covering all areas of the settings practice, to implement and bring about further positive developments.

The nursery establishes close working partnerships with parents. Detailed

information about each child is gathered before they start the nursery to ensure appropriate and consistent care is given. A wealth of relevant information including policies and procedures are available for parents to consult, and newsletters are produced regularly to keep them informed. Parents are also able to discuss their child with the key-person and have ready access to their development records.

Vetting procedures as part of the recruitment process are robust to ensure that all adults working with the children are suitable to do so. The provider/manager and her staff have a good awareness of child protection matters, including the indicators of child abuse and the procedure to follow to report concerns. In addition, risk assessments and daily safety checks are thorough and contribute towards safeguarding the children.

The quality and standards of the early years provision

Young babies are nurtured in a warm and comfortable environment in which they are relaxed and contented. The affectionate and gentle care given to them by the staff enables them to develop a sense of belonging and trust. Staff cradle babies in their arms to feed them their bottles and give them good eye contact. This enables children to begin to understand that they are valued by, and important to, their carers.

All children benefit from the opportunity to play with a good range of resources. The younger ones particularly enjoy dipping into the "treasure baskets" containing a variety of heuristic and natural materials, such as wood, brushes and fabric. By playing with these items, children are enhancing their senses as they run their fingers over the different textures. The rooms are spacious and afford babies the freedom to explore the play materials on the floor in comfort and to move around freely. However, the room for the youngest babies lacks items to encourage their mobility and to support them to stand up and walk.

The nursery generally maintains good hygiene standards in all areas. The kitchen attained a five star rating by Environmental Health. The rooms for the babies are designated 'no shoe' areas thereby enabling them to lie and crawl on the carpets with minimal risk to their health. However, some potential health risk does exist as the older babies do not always have their hands washed before eating. The meals provided are healthy and nutritious, and take account of individual dietary needs.

All staff have a good knowledge of the six areas of learning, and how to provide an exciting and stimulating environment for children. Children are observed as they play to assess their stage of development. The findings are used to plan the next step in each child's individual learning journey. There is a balance of adult-led and child-led play activities for the children that are fun and challenging, both indoors and out. Children become active learners, as they are curious and show an interest to learn. Older children's independence is fostered, for example, with the close supervision of staff, they help to cut up the fruit at snack time and serve their own lunch. Children also regularly make cakes, jam and bread. These activities promote their learning effectively in all areas.

Children are learning skills that contribute towards their future economic well-being. Literacy and numeracy are well-promoted in the daily routine, and children enjoy developing skills with information and communication technology. The interactive 'Smart Board' allows their creativity to flourish, while they practise.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	2
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?	2

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