

# Little Acorns Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	EY257600
<b>Inspection date</b>	29/07/2009
<b>Inspector</b>	Jackie Nation

<b>Setting address</b>	Oak Farm, Drayton Lane, Drayton Bassett, Tamworth, Staffordshire, B78 3EF
------------------------	--

<b>Telephone number</b>	01827 289537
-------------------------	--------------

<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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Little Acorns Nursery and Out of School Club opened in 2004. It operates from five playrooms within converted farm buildings, with a separate self-contained building for the out of school provision. The premises are situated on the outskirts of Tamworth and Sutton Coldfield in the West Midlands. The setting serves families in the local community and surrounding areas. The premises are easily accessible. There are fully enclosed areas for outdoor play and children also have access to the Farm.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 71 children may attend the setting at any one time. There are currently 95 on roll who are within the Early Years Foundation Stage (EYFS). The setting is in receipt of funding for nursery education. The nursery is open each weekday from 7.30am until 6pm. The Holiday Club is open from 7.30am until 6pm. Children attend a variety of sessions. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are 16 members of staff working at the setting, 13 of whom hold appropriate early years qualifications and one member of staff who is qualified to degree level. The setting receives support from the local authority.

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

Overall the quality of the provision is good. Children are provided for effectively within the EYFS and make good progress towards the early learning goals. Children are settled and secure in the nursery where their safety and security is promoted well. Strong relationships with children's parents, carers and other professionals ensure that children's unique needs are well known and catered for. The owner and manager of the setting demonstrate a commitment to ongoing continuous improvement and constantly strive to improve the experiences of children attending the setting. Overall, a welcoming and inclusive service is provided.

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

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

- develop further the opportunities for parents to contribute and access their child's assessment records
- review the arrangements regarding children's access to fresh drinking water to reduce the risk of cross-contamination.

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

The setting is led and managed by an owner and manager who are good role models and support practitioners well. Children benefit from the good quality organisation of the setting and children are cared for in bright and attractive playrooms based on their age and stage of development. Space and resources are organised very effectively to allow children to move freely and independently around the setting. All practitioners are enthusiastic, dedicated and work well together as a strong and supportive team. They are suitably qualified and knowledgeable about all aspects of children's welfare, learning and development and act as positive role models ensuring children play and learn within a safe and stimulating environment.

Practitioners demonstrate a commitment to safeguarding, supported by ongoing training and clear procedures to record and report any child protection concerns. Recruitment and induction procedures are rigorous and robust, demonstrating children's well-being and safety is prioritised. This provides reassurance for parents/carers. Children's welfare is protected because effective risk assessments are conducted and used appropriately to ensure that action is taken to manage or eliminate risks. Daily checks are carried out by practitioners and systems are in place to address any health and safety issues promptly. Practitioners are well deployed throughout the nursery and vigilant about arrival and collection procedures. This ensures children are protected.

Partnership with parents is a key strength of the setting and thoughtful settling in procedures ensure children are happy and develop a sense of belonging. Detailed information is recorded at the admission stage, including babies' individual routines and parent's preferences. Parents leave their children with the confidence that they are safe and well cared for by a friendly team. Practitioners value their relationship with parents and successfully form very good partnerships with other professionals from external agencies. This ensures children receive appropriate support to help them reach their full potential. They also liaise well with other providers of the EYFS to ensure progression, and continuity of care and learning. Parents receive good quality information about the provision, including newsletters and detailed policies and procedures; a range of information is displayed on the notice board including details about the EYFS and the 'Parents Committee'. It is evident from discussions with parents that they appreciate what this setting achieves for their children and speak about the 'excellent facilities' and the 'outstanding care and education'. All records for the safe and efficient management of the EYFS are in place and stored to ensure confidentiality. The setting has successfully made improvements since the last inspection, taking into consideration the recommendations made. This demonstrates their capacity to make ongoing continuous improvements for the benefit of children. Self-evaluation procedures encompass an honest and reflective appraisal of the setting's strengths and areas for improvement.

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

Children make good progress in their learning and development and benefit from well planned activities in all six areas of learning. Practitioners focus on developing children's confidence and self-esteem in order to encourage positive dispositions towards learning. They treat children with respect and clearly enjoy their company. Practitioners interact positively with the children, they involve themselves in their play and give appropriate support to develop their play and learning. Children show high levels of sustained interest in what they do, for example, whilst playing within the imaginatively planned role play areas and when they join in a diverse range of exploratory and sensory experiences, for example, water, sand, paint, gloop, couscous and dried beans. A flexible and child-centred approach to planning and the provision of 'continuous play' allows children to learn at their own pace, follow their interests and have fun. Practitioners are keenly aware of how individual children learn and skilfully adapt activities to build on children's interests. As a result, children engage eagerly in a stimulating range of activities that excite and captivate their concentration and curiosity both indoors and outside. Good attention is given to recording children's progress and attainment through the use of 'special books', observation profiles and learning journeys, and this information is shared with parents. However, there is further scope for developing the opportunities for parents to contribute and access their child's assessment records.

The environment is planned to promote all aspects of learning and children are very confident in their surroundings. Bright colourful displays of children's work create an attractive learning environment and children can see their art work displayed creating a sense of pride and achievement. Children are confident to initiate ideas and speak in a familiar group. They develop a love of books and listen with enjoyment as they listen to their favourite stories and sing songs with great enthusiasm. Children are encouraged to write their own names and there are good opportunities for all children to practice their mark making skills. Children enjoy moving to music and they know they need to 'warm up' before starting exercise. They make 'big circles' with their arms and position their legs to look like a 'big triangle'. Children are developing mathematical skills through a variety of enjoyable activities, such as sorting, matching, ordering and sequencing. Children use mathematical language effectively while engaged in activities and are familiar with words to describe size, position, shape and quantity. Their creativity is fully supported as they access a range of resources for collage, art and craft, junk modelling, small world play and music. Children learn about how things work and confidently use the computer, enjoy using whisks in bubbly water and magnifying glasses and binoculars to explore and investigate objects.

All children develop a strong sense of belonging within the setting and become familiar with the daily routines. Babies and younger children benefit from care that is consistent with their individual routines and a wide range of creative and sensory opportunities helps them enjoy and achieve in all aspects of their play. They are provided with a good range of discovery and interactive toys which they can explore in their own time, they like resources that make noises and enjoy looking at their reflection in the mirror. Children's understanding of the importance of leading a healthy lifestyle is effectively supported, they tend vegetables they grow

in the garden which they prepare and taste when fully grown. Children flourish as they enjoy a very good range of physical activities and opportunities for fresh air and exercise each day. Older children and toddlers have continuous access to outdoor play in thoughtfully planned areas which are used as an extension of the indoor learning environment. Practitioners caring for young babies ensure they have daily opportunities to play in their dedicated outdoor area and enjoy walks around the farm. The delightful location of this nursery helps children to appreciate the countryside and natural world as they feed the rabbits, observe the farm animals and walk along the nature trail. Children develop an appreciation of the wider world as they explore a range of festivals throughout the year, such as Chinese New Year, St Patrick's Day and Easter.

Children's behaviour is very good, they are actively and consistently praised by practitioners for their effort and achievements, consequently, their self-esteem is carefully fostered. Children are learning to take responsibility for their own safety by playing in a safe and supportive environment. They understand how to evacuate the premises in an emergency, use equipment safely while playing outdoors and observe the boundaries to keep them safe during visits to the farm. Their understanding is further developed as police officers visit the setting to talk to the children about their roles within the community. Children's welfare is promoted as practitioners hold up-to-date first aid certificates. Detailed measures and documentation are in place if children become ill whilst at the nursery. Healthy eating is encouraged and children enjoy a healthy and balanced diet while at the setting, snacks and meals are freshly prepared on the premises. However, the procedure for some children's access to drinking water does not always give full consideration to minimising the risk of cross-contamination. Children learn to wash and dry their hands before mealtimes and after using the bathroom and they watch the good role models set by staff in their own hygiene practice. The setting received a five star award from the local Environmental Health Services, for excellent standards of food safety and hygiene.

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	1
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>	2
<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?	1
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

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 B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----