

Acorns Day Nursery Ltd

Inspection report for early years provision

Unique reference number	148596
Inspection date	01/12/2009
Inspector	Catherine Hill
Setting address	532 Reading Road, Winnersh, Wokingham, Berkshire, RG41 5EX
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

Acorns Day Nursery is run by Acorns Day Nursery Limited and is privately owned. It opened in 2001 and operates from four rooms in a converted private house. It is situated in Winnersh on the outskirts of Wokingham, Berkshire. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 45 children may attend the nursery at any one time. The nursery is open each weekday from 8.00am to 6.00pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 55 children aged from eight months to under five years on roll. Of these, 20 children receive funding for nursery education. Children come from the local area. The nursery currently supports a number of children who speak English as an additional language. The nursery employs 17 staff. The manager and 15 staff hold appropriate early years qualifications with one member of staff being a qualified teacher. The nursery has four hamsters.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish within the highly stimulating nursery environment where they have access to an excellent range of worthwhile activities which promote skill development in all areas. Staff are kind, caring, and professional and effective partnerships are formed with parents and other agencies, as applicable, to ensure children's individual needs are met. The nursery's policies and procedures actively promote inclusive practice. A comprehensively detailed self-evaluation of practice highlights the nursery's commitment to continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing children's assessment records by clearly tracking their progress towards the early learning goals and by detailing the focus for children's next steps within the different learning areas
- enhancing the promotion of inclusive practice, for example, by displaying key word labels for children with English as an additional language.

The effectiveness of leadership and management of the early years provision

Organisation of practice within the nursery is excellent. Staff are cheerful and enthusiastic, understand their roles and responsibilities, and work effectively together to ensure the nursery day runs smoothly. An extensive range of displays, including both educational posters and children's artwork, provides a welcoming and stimulating surround for children. Space is used effectively, meeting children's

needs for quiet areas to rest and places for more active play. Activities are well resourced and children have easy and equal access to an excellent range of toys, which helps them make choices and develop independence. Resources are clearly labelled with words and pictures and picture flash cards provide very young children with opportunities to indicate to staff resources they wish to play with. Staff are confident in their knowledge of child protection procedures and consequently children's welfare is safeguarded very well. Most staff have attended specific safeguarding training and a detailed policy supports nursery practice. Rigorous recruitment, vetting and induction procedures ensure staff are suitable to work with children. Risk assessments are in place and daily safety checks ensure children can play safely. A fingerprint touchpad system ensures only authorised access to the nursery and a record is kept of all visitors.

The nursery policies and procedures actively promote equality and diversity. All children are fully included in nursery life and staff have an in-depth knowledge of children's individual needs. Children learn about diversity through planned activities and the nursery welcome parents into the setting to share information about their cultures. The nursery liaises with parents of children with English as an additional language to support their needs. It has asked parents to record stories in their child's second language for sharing at the nursery, although currently does not display key word labels in children's other languages. There is a high commitment to working in partnership with parents and others involved in children's care and education. For example, to ensure a smooth transition to school the nursery invite children's future teachers to visit the nursery so they can share relevant information before the child starts. Partnerships with parents are extremely positive and a wealth of information is shared with them about their child and nursery practice. The nursery invite parents to gain an insight into nursery life and their child's day by attending a 'stay and play' session and also invite parents to information evenings. Parents confirm they find 'every aspect (of the nursery) is fantastic' and that 'communication (is) excellent'. Nursery practice is continually evaluated and discussed, with management seeking feedback from parents, staff, and from children via observation and discussion. Since the last inspection staff have attended further training, resources have been extended and recommendations made at the last inspection have been addressed.

The quality and standards of the early years provision and outcomes for children

Children are extremely settled and relaxed within the nursery and thrive as a consequence of the high levels of sensitive support they receive from staff. They confidently approach adults for support or to chat, showing that they feel safe in their care and that secure trusting relationships have been formed. They develop an understanding of how to keep themselves safe as they take part in regular recorded fire drills and show an awareness of safety as they talk about not using the slide when it is icy as it is cold, wet and slippery. They understand nursery rules and routines and remind each other to sit on their bottoms on chairs when at table activities. They have excellent manners and politely ask staff for help, for example when putting an apron on for water play. They amicably share resources and show consideration for others as they play. Children are self-motivated and

actively occupy themselves. They show good levels of sustained concentration, such as when mark making, and enthusiastically initiate their own play. They have consistent daily opportunities for free flow play from their indoor rooms to the secure outdoor play area, where they competently use a range of wheeled toys. Daily exercise and the provision, by the nursery, of a range of healthy nutritious meals ensures children have good opportunities to develop and maintain healthy bodies. Children enjoy a lunch of roast turkey followed by fruit crumble. They are provided with fruit daily, although morning snack is a plain biscuit, and have free access to drinking water during the day, which encourages them to think about their personal needs. Children show an understanding of hygiene routines as they wash their hands after messy play and before eating. Staff clean tables with antibacterial spray and maintain a clean environment for children to play in. Older children change their footwear for outside play but outdoor shoes are not covered or removed in the rooms used by younger children.

Children are making excellent progress with their learning as a consequence of skilful staff interaction in extending and developing learning through play. Staff make regular recorded observations of children and use relevant observations to plan children's next steps, although records do not specifically detail the future learning focus or clearly track children's progress through the different learning areas. Summative assessment records are regularly shared with parents to keep them involved with their child's learning. Children show a good understanding of letter sound links as they carefully listen to, and identify, the initial and last letter sounds in words. Some older children ably write their names with clear legible letters whilst younger children enjoy the opportunity to mark make as they write a letter to Father Christmas. Children are sociable and order their thoughts well before talking. They excitedly discuss pictures they have drawn and confidently describe the body parts of drawn figures. Children show an understanding of number as they confidently count seven plates in the water tray. They recognise the different colours of the plates and talk knowledgeably about how the soapy water is made from bubbles. Children have great fun as they develop an understanding of basic calculation whilst singing and acting out number rhymes, such as 'Five Little Ducks'. They happily take part in craft activities, making snowflakes and snowmen from paper and modelling with play dough, carefully using scissors and other small scale tools as they work. They have learnt about the natural world through planting and growing produce in the nursery garden and understand that plants need water and sun to help them grow. Babies and younger children enjoy play with sensory bottles filled with varying contents, such as dry spaghetti or coloured water. They reach for different bottles and shake them to watch the movement of the mixtures or to listen to the sounds made. They play with wooden fruit, and recognise and name a carrot. Their emotional well-being is well supported with appropriate cuddles from staff and soothing conversation to ensure they are settled and happy.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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