

# Little Acorns Private Day Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	EY330412
<b>Inspection date</b>	02/11/2009
<b>Inspector</b>	Susan Janet Lee
<b>Setting address</b>	279 Bolton Road, Atherton, MANCHESTER, M46 9HG
<b>Telephone number</b>	01942 896102
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Little Acorns Private Day Nursery registered under new ownership in 2006. The setting is run by a limited company that also runs four other nurseries in the north of England. The nursery operates from a converted, detached property in Atherton, Wigan. The setting employs 14 staff who work with the children. All staff hold an appropriate early years qualification.

The children have access to five playrooms, bathroom facilities and an outdoor play area. Access to the property is gained at the front of the premises on the ground floor level. The nursery is open each weekday from 7.15am until 6.15pm all year with the exception of Bank Holidays and a Christmas break.

The setting is registered to provide care for a maximum of 68 children at any one time. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 74 children on roll. Of these, 22 children receive funding for nursery education. The setting currently supports a number of children with special educational needs and disabilities. The nursery has established links with other early years settings which minded children attend and that also provide the Early Years Foundation Stage framework.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The children are kept safe and their welfare is effectively promoted in an enabling and fully inclusive environment. Staff know the children well and they plan activities and care routines based on individual children's needs. As a result, the children make good progress in their learning and development. The positive relationships shared between staff and parents and others involved in the lives of the children ensures that they receive consistent care. Effective steps are taken by the setting to evaluate its provision.

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

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

- continue to encourage the parents of the younger children to become more involved in their children's learning.

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

The setting has effective policies and procedures in place to ensure that children are protected and safeguarded. Clear management responsibilities have been established in relation to child protection. This includes two designated members of staff who have both attended relevant safeguarding training and know how to

deal with child protection issues. Staff-to-child ratios are maintained and this promotes children's care, learning and play. The effective key person system ensures the children are cared for by consistent and familiar adults. Staff deploy themselves well to support the children in their play and learning, and resources are used creatively to meet children's needs.

The management and staff team share the same ethos and there is a common sense of purpose as they work together. All staff members are valued. They are motivated and take ownership as they are involved in evaluation and decision making and this helps to drive ambition and secure improvement. The setting has developed a process of self-evaluation that meaningfully involves staff, children and parents. This analysis gives an accurate picture of the setting's strengths and areas for development. Recommendations from the last inspection have been successfully met. Staff have developed teaching practices to encourage children to use problem solving skills to calculate. A wide range of programmable resources are now available to encourage children's interest in information and communication technology. Doors have been fitted to the toilets to enhance children's privacy when using the bathroom on the ground floor. Documentation has been developed to include a record of existing injuries. The setting has made considerable improvements since their last inspection and future plans are well targeted to bring about further improvement to the setting and outcomes for children.

Staff consult parents at every stage of their child's care and development to provide tailored support to meet children's individual needs. Good arrangements are in place to ensure that children with special educational needs and disabilities are fully integrated and involved. Effective partnerships with other agencies contribute to children's well-being and achievement. The setting takes effective steps to remove barriers. For example, staff identified that the re-organisation of playrooms on the ground floor would enhance the care for children aged between two and three. Work was completed to provide a larger playroom for this group of children with the addition of their own bathroom to promote independence. Parents are kept well informed about their children's achievement, well-being and development. The parents of the older children are involved in and contribute to their children's learning. However, the parents of the younger children are not yet as fully involved in this area. Parents are full of praise in their comments about the nursery. They feel well supported by staff and are grateful for all staff do for their children. Parents comment that the setting is a nurturing and caring environment and that staff provide time, effort and dedication.

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

The small group rooms give the nursery a welcoming and homely feel. The enabling environment plays a key role in supporting children's development and learning and this gives the children confidence to explore in safe and secure, yet challenging surroundings. Effective procedures are in place regarding planning and assessment and this plays a key role in making children's learning exciting, varied and progressive. Staff plan a wide range of stimulating activities to ensure that

every child enjoys and is suitably challenged by the learning experiences provided. The environment is busy and productive and the children are happily engaged and occupied. Staff form caring and trusting attachments with the children. As a result, the children learn to be strong and independent from the base of such secure relationships. Staff have a good understanding of children's needs and backgrounds. They respect the children as unique individuals and understand that children develop in different ways and at varying rates.

Babies enjoy lots of positive interaction from staff to help them feel secure. They find a voice and develop an awareness of their own identities. They enjoy making sounds with their voices in social interaction and look at their reflections in a mirror. The babies have lots of opportunities to use their senses to explore and investigate. For example, they play with pastry brushes and feel the bristles against their faces. The children enjoy watching the outside world as they look through a large window in the playroom. They also benefit from many activities outside the setting and this enhances and widens their experiences and helps them to develop an understanding of their local community and the wider world. Staff provide a wide range of activities that enable the children to respond by using their senses. For example, they explore dry sand, water, chalk, shaving foam and clay. The children have access to and enjoy a wide range of books. They listen to a story in a small group situation and are able to interact and be involved as they talk about the pictures, press buttons and turn the pages. They listen to a story about insects and discuss with staff the way in which insects move, such as walking, crawling and flying. Staff encourage the younger children to explore real life problems and to count, share and work together. The children make a long road which has bends and curves and some children have more cars than the other children. Staff help the children to count the cars and then encourage them to share the cars out so that each child has a car and is able to join in.

Older children have lots of opportunities to make marks and learn that we write for a purpose. They develop good language skills. Staff talk to the children and engage with them as partners in conversation and they respect their thinking time and silences. The children are confident to convey their needs. They begin to use more complex sentences and understand and can follow simple instructions. The children also develop an understanding that people speak in other languages as they learn French. Staff plan activities to help the children develop their understanding of mathematical concepts and they are able to explore at first hand making patterns, counting, matching and problem solving. A group of children sit with a member of staff. They play with a remote controlled toy and choose a child to send the toy to. Staff help the children to estimate how many moves and turns it will take to send the toy to the chosen child. The children are able to use the buttons to programme their estimated moves into the toy. Staff discuss the children's chosen routes with them and use words, such as forwards, backwards and around. The children really enjoy imaginative play in a darkened room which was set up for Halloween. The children dress up and shine torches in the dark. They play imaginatively as monsters and witches, and they laugh and giggle and say they are scared. The children enjoy playing in the fresh air. They have lots of opportunity to explore and learn in a safe and secure outdoor environment. The children move around freely and with pleasure and they have access to a wide range of outdoor play equipment to help them learn about their bodies and to help

them develop control and co-ordination.

The staff team has a proactive approach to involving the children in daily routines and they provide a diverse range of activities which help them to understand why a healthy lifestyle is so important. Menus include a variety of healthy and hearty dishes to aid children's growth and development. A vegetable patch has been developed and children grow potatoes, peas, tomatoes, lettuce, spring onions and carrots. They water them to help them grow and then the vegetables are used to make meals. Staff help to develop children's understanding in keeping themselves safe so the children develop an awareness of how to be safety conscious. For example, staff discussed the dangers of fire with the children when they made a fire engine. Staff are consistent in their approach to managing children's behaviour. They are sensitive and act as positive role models. Consequently, the children develop an understanding of what is right and wrong. They behave well and learn to be kind and helpful.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

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