

# Little Acorns Nursery Ltd

Inspection report for early years provision

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**Unique reference number** EY100881  
**Inspection date** 10/11/2009  
**Inspector** Michele Crichton

**Setting address** Knottingley High School, Middle Lane, Knottingley, West  
Yorkshire, WF11 0BZ  
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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**

Little Acorns Nursery Ltd is a privately owned nursery that registered in 2002. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It provides full day care for children aged from birth to 11 years. It operates from four main playrooms in a purpose-built building which is located within the grounds of Knottingley High School in Knottingley, West Yorkshire. A maximum of 75 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6.00pm for 50 weeks of the year. The children have access to an enclosed outdoor area. There are currently 107 children aged from four months to five years on roll. The nursery receives funding for nursery education. Children attend from the surrounding areas. The nursery currently supports children with special educational needs who do not receive funding. It also supports children who speak English as an additional language. The nursery employs 22 staff, of whom 21, including the managers, hold appropriate early years qualifications. There are two members of staff are working towards higher early years qualifications.

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

Overall the quality of the provision is good.

Children's safeguarding and welfare are immense strengths of the nursery, as is the sensitive approach to inclusion by caring and knowledgeable staff. This, combined with highly effective partnerships with parents, results in children who settle quickly, have all individual needs well met and make good progress. Some inconsistencies in approach to documentation exist across the nursery. Self-evaluation systems and development plans are effective and successfully secure continuous improvement to further promote good outcomes for children.

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

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

- ensure that there is the same level of consistency for recording evidence across all learning areas in the nursery
- ensure that the good practices that exist throughout the provision are formally monitored, evaluated and located in the appropriate documentation.

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

The members of the nursery team are enthusiastic and inclusive and work very well together. All adults are suitably qualified to enable them to care for children, with a strong commitment towards their own ongoing training and professional development. Children's safety is promoted exceptionally well. All the appropriate policies are reviewed regularly and are up to date. There is an extensive range of

procedures and effective systems that contribute to the safeguarding and welfare of children. Staff practise these routinely and they are shared effectively with staff and parents. Staff in each area are accountable for their own risk assessments and record, date and sign them each time they monitor the safety of their allocated area. A thumb print sensor pad enables access to the nursery only to those eligible to do so.

Very strong links exist with parents, who are regularly consulted, and the nursery responds to suggestions from parents about how to improve. Parents are kept well informed about their child's development by a variety of methods. For example, staff are always available to talk at the beginning or end of daily sessions, there are daily log books for every child in the nursery and newsletters can be sent to any parent's or carer's email account.

Self-evaluation is continuous and involves all staff. However, the good practices that are evident across the whole of the nursery are not always formally recorded by the current monitoring and evaluation system used by the management. All the recommendations from the last inspection have been addressed and there are additional action plans for further developments. This means that the nursery demonstrates a good capacity to make necessary improvements.

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

Children feel safe, happy and relaxed because they are cared for by adults who know them well individually. Hygiene is of great importance throughout the nursery. This is shown, for example, in the way parents and visitors are encouraged to use alcohol hand sprays on entering the premises or asked to put on shoe guards before going into the baby area to ensure babies can crawl hygienically on the floor.

Staff provide planned, purposeful play and exploration for each child, ensuring that they have enjoyable experiences across the six areas of learning. Photographic evidence and both planned and spontaneous observations help to give a clear picture of each child's individual development. 'Learning Journeys' are used to record children's achievements and identify areas for next steps following assessment. However, this information is not recorded in the same evaluative way in each area of the nursery.

Throughout the nursery children make good progress in developing personal qualities that enable them to develop skills for the future. Babies learn skills to support their learning and show an interest in their environment. They benefit from activities to develop sensory awareness, such as playing with items in treasure baskets. Right from the start children are encouraged to share, take turns and be considerate of others. Throughout the nursery resources are organised to encourage children to become increasingly independent and confident. For example, babies love playing in the ball pool, whilst staff are close by and watchful but not directive. Elsewhere in the nursery, older children happily help to tidy up after themselves and are familiar with where resources are kept. The outdoor

environment provides further opportunities for learning, which is again carefully planned and monitored by staff and used by each area of the nursery.

All children gain an excellent understanding of cultural diversity and disabilities through a range of interesting activities and resources. For example, children delight in painting pictures using their mouths to hold paintbrushes or learn words to sign in Makaton or using British Sign Language. Regular events tasting food from other cultures and a variety of dressing-up and role-play clothes ensure that children develop a good understanding of a multicultural society.

## 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	1
The effectiveness of safeguarding	1
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	1

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

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

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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