

Acorn Wood Day Nursery

Inspection report for early years provision

Unique reference number	200479
Inspection date	23/06/2010
Inspector	Teresa Marie Taylor
Setting address	Bretts Hall Farm, Ansley Common, Nuneaton, Warwickshire, CV10 0QJ
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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

Acorn Wood Nursery opened in 1992. It operates from the ground floor of a farmhouse in Ansley Common, Warwickshire. The group uses the whole of the ground floor, which consists of a nine place baby unit with separate sleep room and a large pre-school room. A maximum of 36 children may attend at any one time. The nursery is open from 8.00am to 5.30pm. The nursery is closed for bank holidays and one week at Christmas. There are three separate outdoor play areas with hard and grassed areas as well as fixed climbing equipment over bark chippings.

There are currently 48 children on roll in the early years age group. Of these, 22 receive funding for early education. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register. The nursery is able to support children with special educational needs and/or disabilities and those for whom English is an additional language.

The nursery employs 11 members of staff all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy in this child centred environment where they feel safe and supported by the staff. Children are provided with an excellent range of play activities which ensures they are progressing very well in all areas of learning. However, although, staff have a good understanding of the Early Years Foundation Stage, they are not as well informed about reducing outdoor hazards to children. The well organised planning, developing assessments, self evaluation systems and plans for the future enhance children's learning and development opportunities. Children's uniqueness and individuality is recognised and managed well. Well written policies and procedures securely underpin the groups practice and all are shared with parents. Effective partnerships with parents ensure information relating to individual children's progress and needs is shared effectively. Staff have a strong commitment to continuous improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure all reasonable steps are taken to ensure that hazards to children are kept to a minimum with specific regard to the use of carpets outdoors (Suitable premises, environment and equipment)(also applies to the compulsory and voluntary parts of the Childcare Register). 07/07/2010

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

- increase opportunities for children to recognise the importance of keeping healthy, and those things which contribute to this
- increase the range of resources that provide positive images that challenge children's thinking and help them embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.

The effectiveness of leadership and management of the early years provision

Staff have a strong commitment to safeguarding the children in their care. Staff undertake safeguarding training as it is available and they fully understand the requirements of the Local Safeguarding Children Board. Policies, procedures and documentation for the effective and safe running of the setting are well organised, effectively implemented and all are shared with parents. There are sound recruitment procedures for staff to ensure they are suitable to work with children. The staff promote all areas of equal opportunities and inclusion, ensuring children are given a broad understanding of the wider world, but there are limited resources freely available to support children's independent learning. The indoor areas are subjected to thorough risk assessments to ensure any potential hazards to children are minimised, but staff are not as rigorous with the outdoor areas and the use of carpets poses a risk to children tripping and falling. A regular checking and cleaning schedule ensures children are mostly kept safe and the risk of cross infection is minimised.

The staff have a clear vision for the future of the nursery and have identified areas for improvement. These include improving their systems for observation and assessments to provide clearer evidence for planning the next steps for children and they compile annual action plans to improve the facilities and play opportunities for children. Staff regularly undertake additional training courses in order to continue to develop and significantly improve outcomes for children. The staff commitment to continuous improvement is very good. They are proactive in obtaining the opinions of both parents and children and regularly reflect on their practice to ensure the best possible care and learning opportunities are provided for the children. The nursery appropriately addressed the recommendations from the last inspection, which ensures children have privacy when using the bathroom and regular checks are undertaken on sleeping children and the checks are recorded. Communication both with parents and children is a strength. Parents have access to daily discussions, children's individual folders, open days and newsletters ensuring they are fully aware of all aspects of their child's day. They are actively encouraged to be fully involved in all aspects of their child's care and learning. The nursery have developed good relationships with local schools which greatly improves the transition arrangements for children moving on to school, but as children attend from a wide catchment area they have not yet developed the same relationships with schools that are further afield. The nursery have clear procedures in place to liaise with other agencies to support children with special

educational needs or disabilities to ensure their individual needs are met.

The staff actively promote the uniqueness and individuality of each child. They provide a wealth of age appropriate activities and resources to ensure all children can participate in all play opportunities regardless of gender, background, ability or disability. Staff actively encourage children to be proactive in their own learning and begin to identify their own learning and development needs. All children and families are highly valued. Parents are provided with regular questionnaires encouraging them to take an active part in the nursery. Recent comments from parents included the following; 'lovely displays show us what the children have been doing', 'I'm impressed and pleased with children's progress', 'the staff are very helpful, caring and professional'.

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

Children make good progress as they enjoy a wide range of stimulating and enjoyable activities. They are very settled and relaxed and are given a high level of both independence and support that ensures that they develop fully as individuals. Well organised planning ensures children are provided with a good range of creative learning experiences which keeps them involved and eager to learn. Good information is obtained about children's starting points and developing written observations and assessments of children's progress ensure all aspects of individual needs are met successfully.

Children are very confident when exploring the environment both indoors and outside. They play a full and active role in their own learning, make choices, decisions and extend activities, with the staff providing excellent support. A wide range of activities and some resources help them to understand the wider world as they explore the natural environment, discuss other cultures, abilities and disabilities, celebrate festivals and have posters and displays regarding communication and behaviour expectations. They are given clear rules regarding behaviour with staff being excellent role models. As a result children behave very well, understand each other's limitations and have superb self-esteem. Children play both independently and together, understand why they need to share or take turns and have very good communication skills this enables them to develop skills for their future. They make excellent progress in their communication, language, problem solving and number skills as they enjoy a range of challenging and exciting experiences. For example, children decided to construct an obstacle course. Staff encouraged children to use a wide range of resources while still promoting their learning. Children were encouraged to count the blocks used to make the path in total and then encouraged the children to separate them by colour and count again. Counting, number recognition and naming are rolled into all activities. At another activity some children decided a large container was a boat. They sailed to South Africa to see England play football and then extended this into the current theme which is summer and holidays. Children sailed around the world and visited their favourite holiday destination. The theme is supported by a very good range of resources indoors. An area has been converted into a beach complete with a table, umbrella, beach chairs, beach balls and water play with

seaside animals and crustaceans to name but a few. Babies are also well catered for as they have access to a wide range of resources. They thoroughly enjoy exploring the properties of 'gloop' with their hands and spoons. They smiled and responded with pleasure at the staff comments and expressions as they became covered in it. Babies have very secure relationships with staff and part from their parents with minimal fuss. Children are actively encouraged to access books, sing songs, run, climb and use their imaginations. Staff make good use of the Forest School area where children have a den, logs to construct with and a dirt pit to dig in.

Children have a strong sense of belonging in the security of the group. They show they feel safe and are confident in asking why visitors are present and sharing their favourite experiences with them. They freely share their news and there is clear affection between the children and staff. They show their understanding of keeping themselves safe through their good behaviour, consideration of each other and show they understand safety rules, such as, being careful when navigating the steps between the outside play areas.

Children are beginning to understand about a healthy lifestyle as they make informed choices about what they eat from a range of freshly prepared snacks and meals. Drinking water is freely available at all times and children are encouraged to drink regularly. Children have access to an excellent range of outdoor play resources including a climbing frame, balls, bikes and scooters, trees to climb, sand, water and plant flowers and vegetables. Children's general good health is promoted as they make the most of the fresh air and the outdoor play available to them everyday with all activities available outdoors in all weathers in a large covered area. However, staff miss many opportunities to discuss with the children the benefits of healthy eating and exercise.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	3
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	3
The effectiveness of the setting's engagement with parents and carers	2

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	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	3
The extent to which children make a positive contribution	2
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 07/07/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 07/07/2010