

Little Acorns Nursery

Inspection report for early years provision

Unique reference number EY403285
Inspection date 11/05/2010
Inspector Liz Whitehead

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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 is one of many privately owned settings and re-registered under the current ownership in 2009. It operates from two floors in a detached property in the Rothwell area of Leeds. There is no lift facility. The children have access to an enclosed outdoor play area.

The setting receives funding for nursery education and is registered on the Early Years Register and the compulsory part of the Childcare Register. It may care for a maximum of 43 children under eight years, all of whom may be in the early years age group, and of whom, 18 may be under two years. The setting welcomes children with special educational needs and/or disabilities and children with English as an additional language.

The setting serves the local and surrounding areas and operates Monday to Friday throughout the year, from 7.30am until 6pm. There are currently 74 children on roll, all of whom are in the early years age group. There are 17 staff working with the children, 15 of whom hold a relevant qualification. The setting receives support from the local authority and is a member of the National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting appropriately meets the differing needs of children through generally promoting their well-being and learning. Developing relationships with parents and other providers ensure that all children receive individual support and continuity of care. All the required documentation is in place and the staff and management have a clear focus to ensure maximum improvement and to enhance the outcomes for children.

What steps need to be taken to improve provision further?

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

- request information from parents regarding what children know and can do when they first attend
- ensure that all staff are fully aware of the designated practitioner to take the lead responsibility for safeguarding children
- improve children's safety through ensuring that action highlighted in risk assessments for restraining children in high chairs is consistently implemented
- ensure that books, computer stations and quantities of sand and water are suitable for their purpose and support children's learning.

The effectiveness of leadership and management of the early years provision

Safeguarding policies and procedures are understood by all the staff and these are consistently implemented and monitored. Designated staff have a sound understanding of their roles and responsibilities, although not all staff are aware of the named person for safeguarding children. Thorough vetting procedures ensure that staff working with children have the appropriate qualifications, skills and experience. Documented risk assessments and daily safety checks ensure that hazards to children are minimised both indoors and outdoors. However, children are not consistently restrained when sitting in high chairs, which does not effectively keep them safe. Security of the premises is well monitored and systems are in place to record when children, staff and visitors are on the premises. A number of staff hold a first aid certificate and accident and medication records are accurately completed. Daily discussions, written information and displayed notices keep parents suitably informed regarding children's care and learning. Additionally, recipes are available to enable parents to provide meals that the children enjoy at the setting.

Despite many changes since registration the management are very motivated, enthusiastic and ensure that reflective practice is integral to the day-to-day running of the setting. Consequently, the staff team are enthused to provide a high quality service. The staff team are realistic about their strengths and weaknesses and action plans are in place to bring about targeted change to ensure continual improvement and enhance children's care and learning. Since registration a number of improvements have been made, including recruiting new staff and management, acquiring new resources and establishing links with the community and others providing the Early Years Foundation Stage. Staff make appropriate use of available resources and regularly take children to the local parks, shops and the garden centre. Children learn about others through the celebration of traditions and festivals and access to resources which positively reflect race, gender and disability. Additionally, they are developing an awareness of those less fortunate than themselves as they participate in fundraising events.

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

Staff have a sound understanding of the Early Years Foundation Stage. They confidently undertake regular observations and detail what children achieve and ensure they are making steady progress in all areas of learning. These are thoughtfully recorded in individual files and contain written notes, photographs and examples of the children's work. Planning incorporates the next steps in learning for individual children, although staff do not request information from parents about children's starting points. Staff actively develop valuable links between areas of children's lives and ask questions relating to their home life as they know the children and their backgrounds well. The staff are proactive in adapting resources and equipment to ensure that all children are able to participate and are not excluded. They provide activities following the individual interests expressed by the

children to enable them to reach their learning potential. For example, staff happily provide more challenging opportunities, both indoors and outdoors, when young children become interested in climbing.

Children are learning practical skills for the future and enjoy reading books and accessing the computer. More confident children happily assist their friends in using this technology, although most children opt to stand as the computer station is too high for the children to use when sitting. Additionally, although the children really enjoy stories many of the books are in poor condition, which does not encourage children to respect and value books. Children feel special as staff appreciate their creative attempts and give them pride in their achievements as children see their pictures framed and thoughtfully displayed. Children are developing an awareness of simple science as they paint pictures outdoors using water and talk about evaporation. They are becoming familiar with how things work and confidently pull mechanical cars back and laugh as they move forward without them pushing the cars. Children enjoy exploring and investigating the properties of sand and water, although the quantities of these are not always sufficient to support their learning. Children enjoy counting the number of toys in the water and this is extended to encourage them to calculate as they sing number songs.

Children are developing an awareness of the importance of personal health and hygiene. Older children understand why they need to wash their hands after visiting the toilet and before they eat. They are encouraged to make healthy choices at snack and mealtimes and demonstrate their independence and ability through pouring their own cereal and drinks. Additionally, children learn about good dental hygiene as they clean their teeth after lunch. The children enjoy their time spent outdoors and use a range of resources which encourages their physical development. Younger children push themselves along on the tricycles, while older children confidently use the pedals and successfully negotiate around people and objects. Staff naturally incorporate developing children's awareness of safety into daily routines and activities through offering simple explanations. Consequently, children behave well and know what is expected of them.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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| How effectively is the Early Years Foundation Stage led and managed? | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| 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 | 3 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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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