



Little Acorns Community Daycare Ltd

Inspection report for early years provision

Unique Reference Number	EY306585
Inspection date	10 January 2006
Inspector	Lorraine, Susan Fay
Setting Address	The Chai Centre, Hurtley Street, Burnley, Lancashire, BB10 1BY
Telephone number	01282 657396
E-mail	
Registered person	Little Acorns Community Daycare Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

The Little Acorns Nursery was registered under a registered charity in 2005. The nursery operates from within the Chai Centre, which is situated close to the town-centre of Burnley. Parents of children attending the setting have access to centre projects including healthy eating, weaning programmes for babies and general health issues. A crèche facility is also available within the nursery to support parents attending such projects. The nursery has been purposely designed to meet the

needs of young children as a part of the Sure Start programme.

The setting operates from Monday to Friday from 07.00 until 18.00, excluding bank-holidays. Children have access to an entrance hall, a large activity room and separate baby unit. There is an office and staff restroom, toilet facilities including a nappy-changing station. There is also a kitchen area for the preparation of snacks. An emphasis is placed on healthy eating and the use of organic produce.

There are 20 children on-roll, the majority of whom speak English as an additional language. There are 8 children in receipt of nursery education funding. The staff team consists of a total of nine permanent members of staff. All staff hold relevant childcare qualifications, three staff hold level 2 qualifications with the remainder holding level 3 qualifications. The majority of staff are multilingual.

The nursery has an Investors in People Award and is in receipt of support from the Sure Start, Early Years and Child Care Service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a wide range of activities, which contribute to their good health. Staff ensure that children follow strong routine procedures which in turn minimise the risk of cross-contamination and infection. Good examples are set by staff. This means that children learn the importance of hand washing at appropriate times throughout the day. Children are extremely motivated when attending to themselves in the bathroom. They develop great independence and an awareness of personal hygiene as they learn to wash and dry their hands properly and clean their teeth. One child washes his hands after blowing his nose, he tells the Inspector that, 'We have to wash our hands or we will get germs'. Strict procedures are in place in relation to keeping the premises, toys and equipment clean. As a result children are able to play in a clean environment without risk to their health. Staff adopt the Birth to three matters framework in relation to a 'healthy child'. Toddlers and babies have their own feeder cups and bottles, and strict procedures are in place when nappy changing. This means that the risk of cross-infection for this age-range is minimised.

Children enjoy healthy eating. Meals are freshly prepared on the premises. Menus are nutritious in content, varied and prepared using organic produce. Children take great delight in sitting together at mealtimes. They talk freely to the staff and their peers. This good practice allows them to develop their social skills and their understanding of healthy eating. Staff talk to children about the importance of eating fresh fruit and vegetables. Babies are held whilst feeding which makes them feel secure and content. A weaning programme is developed with parents and advice and support is provided by trained health visitors. At the beginning of the placement staff gather relevant information from parents in relation to children's likes, dislikes and any other dietary requirements. This means that staff are able to cater for individual children's needs very well. There is a detailed sick child policy and procedures for

staff to follow when administering medication. Sick children are very well cared for until parents are contacted. This provides security for the children and reassurance for parents. However, medicine records are not always completed correctly. As a result, parents are not kept fully informed of any medication administered.

Staff provide a wide and challenging range of physical play activity for all age-ranges. Children look forward to the action tape, 'Sticky Kids', and take great delight in weaving in and out of the large parachute. As a result, children are agile and develop great control over their bodies. They develop strong fine motor-skills as they thread small beads onto laces and cut out star-shapes for the outer space display. Staff plan physical play sessions with fun in mind. Children enjoy regular outdoor play. This allows them to run around freely in the fresh air and use the outdoor play equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children stay safe because staff are vigilant. They pay good attention to children's safety, both within the setting and during outdoor play. Risk assessments are in good detail and are regularly updated. A comprehensive safety policy is shared with all staff and parents. A member of staff is the designated person responsible for health and safety. This ensures that staff are made well aware of their responsibilities and are able to provide a safe environment for children. The premises are secure and enhanced with additional safety features, such as socket covers, safety glass and the regular maintenance of electrical and fire fighting equipment. Staff carry out firm safety checks before the children go out to play. As a result children enjoy safe outdoor activities.

Equipment is of a very good quality, very well maintained and readily accessible to children. Children are able to self-select resources without risk. Staff ensure that resources are stored at child level. Staff in the baby room provide space for babies to crawl and move around. This means that they can explore their surroundings in safety. An effective system is in place for the reporting of any faulty equipment. This shows that staff remain vigilant and have the safety of the children in mind when setting out activities and resources. Staff create an environment in which children feel safe and secure. The premises are warm, bright and are enhanced with colourful displays and examples of the children's artwork. Children are very happy and content. This is evident as they enter the setting and say goodbye to their parents.

Children learn the importance of keeping themselves safe and maintaining a safe environment. They learn about road safety and stranger-danger. They help to tidy away activities and toys at the end of the session and assist in keeping the nursery tidy and safe. Staff keep most records up-to-date that have an impact upon the safety of the children. Emergency contact details are very well documented and accident records are clear and precise in detail. This means that parents can be readily contacted should an accident or incident occur.

There is a child protection policy, which is made available to parents and staff. The policy is clear and accurate in detail. As a result the wellbeing of the children is seen to be paramount.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy and achieve because practitioners provide a broad range of challenging and exciting play opportunities for all age ranges. Children are very happy and settled as they are able to move around the setting freely. Staff plan resources and use all available space very well. This means that children are able to explore exciting toys and equipment independently. Staff adapt activities to allow all children take part in high quality art, craft and music. Children in the pre-school room laugh out loud as they follow the actions of the energetic staff during the movement to music activity. They are allowed to express their individuality during craft sessions. Children choose from a variety of materials and paint textures when creating collage pictures for the display board. Babies enjoy a variety of craft activities. They feel the texture of the paint when hand printing. Staff in the baby room plan a wide range of stimulating activities using the Birth to three matters framework. Children are competent learners as they are able to use their imaginations and be creative. Babies explore treasure baskets and sensory boxes. The home corner is well set out, which allows children to engage in quality role-play. They pretend to make cups of tea, dress dolls and act out family life. Children take delight in messy play for example, water, sand and hand printing.

Children throughout the nursery are extremely confident and respond to the many challenges set by the staff. They work harmoniously in a group, for example, when playing the domino game and completing the large jigsaw. Children communicate effectively as they find a solution to the puzzle. They develop their concentration when listening to stories and following the instructions of the staff. A group of pre-school children listen to the practitioner as she explains how to mix the chocolate and rice cereal together when baking. Children are given great opportunities to develop their independence. They attend to their own needs in the bathroom and are able to put on their own aprons before messy. The older children assist the younger children in finding a place at the snack table and hanging their aprons on the hooks.

Children are provided with lots of positive opportunities to develop and use their social skills. They look forward to sitting with their friends during circle time and at the table at lunch time. Children are encouraged to communicate. They chat freely to their friends and to the attentive staff. As a result children are secure within this learning environment.

Nursery Education.

The quality of teaching and children's learning is good. Staff plan a curriculum that is challenging and interesting. The curriculum covers all aspects of children's learning. This means that children can access and make choices from a wide range of exciting activities and play experiences. Staff have a firm knowledge of the Foundation Stage and are therefore able to plan for individual children's needs very well. This is done through an effective assessment, observation and monitoring system.

Children are developing a strong understanding of number. They count the number of ants climbing up the tree and the number of children present during circle time.

Some children are able to count to twenty and beyond. They learn to add and subtract, one child tells the inspector that, 'We need another spoon on our table, we only have three and we need five'. They learn about shape and size when creating the display board all about space.

Children learn about people who help us within the local community. They enjoy books about the nurse and visits from the dentist and the fire department. Staff provide resources that enforce the information given during visits. Children are able to access books, for example; about the fire department, and role-play the role of the nurse. Children learn about other cultures. They make cakes when celebrating Eid and eat a variety of foods from around the world at snack time. As a result, children have a good understanding and knowledge of the wider world. Children are confident communicators who interact very well with their peers and with staff. Children talk during circle time about events at home and use gesture as a method of communication. One child, for example, tells his friends that his Grandma is poorly and his friend gives a sympathetic look. Children are provided with great opportunities to look at books. Children learn that text runs from left to right and some children are able to read some simple words. They learn to handle books with care as they read to each other in the book corner.

Staff display a strong commitment to children's learning. This means that children are making good progress towards the early learning goals.

Helping children make a positive contribution

The provision is good.

Children are able to make positive contribution. They are made to feel extremely welcome and valued. Staff display an firm understanding of equal opportunities. This is very well reflected in the way that they provide for children and their individual needs. Children learn about other cultures through a good range of books, jigsaws and imaginative play equipment. They learn about festivals from around the world, for example the Asian culture. They make sweet cakes when celebrating Eid and decorate celebratory cards.

Staff are very good role-models who value and respect children greatly. They use the Birth to three matters framework when developing 'strong' children. A member of staff offers comfort and reassurance to a teething baby. She provides comfort, which allows the child to feel secure and acknowledged. Children learn their boundaries and respond to positive praise and encouragement given by staff. Children smile broadly as they are praised for picking up toys from the floor and helping each other to mix the chocolate and cereal when making cakes. Children are very well behaved and well mannered. They use please and thank you, for example when served their snack and lunch. Children learn to care for plants and wildlife. They feed the birds in the nursery garden and water the plants around the nursery. Children's social, moral, cultural and spiritual development is fostered.

Partnership with parents and carers is good. Positive relationships are fostered with parents from the onset. Parents are provided with a good range of information about the setting. They build firm and reliable links with key-workers and are able to access

their child's development folder at any time. This means that parents are kept up-to-date of their child's progress and development. Staff gather and record pertinent information given to them by parents relating to individual children. This information includes children's likes, dislikes, and any other personal characteristics of the child. This means that staff can meet individual needs of children very well. As a result, children are settled and thoroughly enjoy their time in this setting. Detailed policies and procedures of a good quality are displayed on the parent's notice board along with details of the early learning goals. Parents are involved with children's learning, for example, they contribute to themes and topics. A home-link diary system is in place. This provides a firm link between home and the setting. A number of parents are represented on the management committee. As a result, parents make a valuable contribution to the running of the setting and are kept fully informed of nursery business. Parents provide feedback as to the quality of the provision through regular surveys conducted by the management team. This means that this setting values greatly the opinions of parents. Staff create a most welcoming environment in which parents feel comfortable. They are made to feel totally at ease as they chat to staff either at the beginning or the end of the session. Parents speak highly of the service provided and the reliability of this setting.

Organisation

The organisation is good.

Staff organise internal and external resources very well. This means that they are able to meet the individual needs of children. They plan a wide range of interesting indoor and outdoor activities that children find challenging and exciting. As a result, children are eager to enter the setting and are very happy in their play. Staff ensure that children are suitably supervised in order that they can play and explore in safety. There is a rigorous procedure in place for the recruiting of staff. This system includes an induction and appraisal system. This means that staff are very well supported and are fully aware of their roles and responsibilities. This is reflected in their everyday practice and adds to the smooth running of the nursery in which children are settled and secure.

Documentation is kept to a good standard. It is well organised, in good detail, up-to-date and regularly reviewed. This reflects the forward thinking of the management team and reflects a professional approach. All staff and parents have access to detailed policies and procedures.

The leadership and management of the setting is good. There is a strong management structure which is very well supported by the registered person. The manager leads with enthusiasm and commitment supported by an equally enthusiastic deputy. Staff speak highly of the level of support given to them by the management team, and as a result feel autonomous within the setting. They are actively involved in decision making to the best interest of the children attending the setting. Training is made readily available wherever possible and in-house training plays a key role. Staff have attended training in relation to the foundation stage, child protection, first aid and the Birth to three matters framework. These contribute to staff being able to meet the needs of children very well. The manager monitors the

planning system for all age ranges and is guided by a qualified teacher. There are firm links between the setting and the early years teacher team. This ensures that children are provided with a strong and varied educational programme.

Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that all records regarding the administration of medication and incident records are signed by parents.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop methods of encouraging parents and carers to become involved in children's learning in a meaningful way.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and*

concerns about inspectors' judgements which is available from Ofsted's website:
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