



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY100881

DfES Number:

INSPECTION DETAILS

Inspection Date 27/08/2003
Inspector Name Paula Fretwell

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Little Acorns Nursery Ltd
Setting Address Middle Lane
Knottingley
WF11 0BZ

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name Little Acorns Nursery Ltd
Address Middle Lane
Knottingley
West Yorkshire
WF11 0BZ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Little Acorns Nursery provides full day care for children from birth to eight years. It is located in the grounds of Knottingley High School in Knottingley and is close to motorway networks. The nursery is purpose built with enclosed outdoor play areas and offers an out of school club.

It is open from 07:30 hours to 18:00 hours each weekday and offers full and part time places for 50 weeks of the year. Children who attend live in the local community, although some are transported from surrounding areas of Knottingley. The nursery is registered to care for 75 children and currently there are 170 on roll; of these 24 are funded, only three of which are four years old. the nursery currently supports children children with special educational needs who do not receive funding there are no children attending with English as an additional language (EAL).

There are 18 staff members who have or are working towards relevant childcare qualifications. The setting receives support from the Early Years Childcare and Development Partnership (EYDCP).

How good is the Day Care?

Little Acorns Nursery provides satisfactory care for children with some good aspects. The nursery is very welcoming to children and space is organised well to meet the needs of different ages. There is a wide range of appropriate challenging toys and equipment from which children can independently choose. Documentation is stored confidentially within the nursery office. Most of the policies and procedures are in place but some lack the necessary, mandatory detail.

Little Acorn's staff are aware of safety issues, follow procedures well and encourage children to be aware of hazards. Strong emphasis is placed upon children's security, and CCTV cameras are used alongside controlled access to the building. Risk assessments are in place, however they do not reflect the needs of the new building. Fire drills are recorded, although only the date of the drill is detailed. Health and hygiene is promoted and all staff have a current first aid certificate. Meals are

nutritious and provided in good quantities by the cook, who is aware of children's individual needs and caters well for each child in keeping with parents' wishes.

Little Acorns promote good relationships between children and staff, and children receive individual attention. Staff know each child's personality and individual needs. They provide a stimulating range of activities to support children's play, although children aged two to five do not freely have opportunities to rest. There are limited resources with which to promote equal opportunities. Children are confident and happy and behaviour is managed positively, with lots of praise and encouragement.

Little Acorns nursery works well with parents to provide individual care for their children.

What has improved since the last inspection?

At the last inspection there were seven actions, all of which have been addressed in order to ensure the safety of children within the setting. These were:-

Ensure environmental health report is sent to Ofsted

Ensure the suitability of the new premises when receiving children

Ensure all furniture, toys and equipment is in place when receiving children

Ensure emergency evacuation procedures are in place and displayed

Ensure the fire officer's report is sent to region

Ensure the outdoor areas are safe and secure

Ensure all risk assessments are in place.

A detailed response to these actions was faxed by the nursery to Ofsted, and a hard copy was given to the inspector.

What is being done well?

- The nursery environment is warm and welcoming to children and parents.
- Children have good relationships with staff and staff respond appropriately to each child's needs and interests. A range of stimulating activities is provided for all children.
- Children are grouped according to their age and development, and space is organised well to ensure children's needs are met.
- A good range of toys and equipment is accessible to children, to enable choice and independence.
- Staff follow safety procedures well, there is a strong emphasis on maintaining children's security.

- All staff hold a current first aid certificate
- Meals are balanced, healthy and nutritious and provided by the nursery cook who ensures all individual dietary needs are met, in conjunction with parents' wishes.
- Children's behaviour is managed positively and staff promote their self esteem by giving lots of praise and encouragement.

What needs to be improved?

- opportunities within the environment for children aged two to five to freely rest and relax;
- risk assessments, to ensure they relate to the new building;
- fire drill recording, to ensure all details are kept;
- medication recording, to obtain parental written consent prior to giving medication;
- resources used with which to promote equal opportunities and anti-discriminatory practice;
- policies and procedures, to demonstrate the practice of the nursery, particularly in relation to lost children and child protection, and to ensure the complaints policy has Ofsted contact details.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
7	Obtain written parental permission to give medication to children.	27/08/2003
12	ensure the complaints policy includes the name and address of the regulator (Ofsted).	27/08/2003

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure there is a procedure for lost children;
3	ensure there are appropriate facilities and opportunities for children aged 2-5 to rest/sleep;
6	ensure risk assessments relate to the new nursery building;
6	ensure full details of fire drills are recorded;
9	Ensure resources are available within the nursery to promote equal opportunities and anti-discriminatory practice;

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The nursery education is generally good overall. The children are making good progress towards the early learning goals in communication, language and literacy, knowledge and understanding of the world, personal, social and emotional and physical development. They are making satisfactory progress in mathematical and creative development.

The quality of teaching is generally good and staff interact and manage children's behaviour well. The accommodation and resources are organised in a way which makes them easily accessible and encourages children to make choices and explore. A good range of physical activities ensure that children's progress in physical development is effective. Although in some areas resources are not efficiently used to extend and challenge more able children, particularly in mathematics and creativity.

Staff have knowledge of the foundation stage and plan an effective, interesting and appropriate range of activities. However assessment systems need reviewing in order to improve and link planning and teaching.

The leadership and management is good. They have worked hard to develop a strong staff team and are committed in evaluating and reviewing to improve care and education. Staff are aware of their roles and responsibilities and the day to day running of the setting is working well. Training is actively encouraged and staff have attended varying courses linked to the foundation stage. Leadership encourages links with the local early years partnership for support and development. The group receives input from a qualified teacher.

Partnerships with parents and carers is satisfactory. Information is available about the setting however access for parents to information regarding their child's individual progress and development is limited.

What is being done well?

- Children's personal, social and emotional development is good. They are forming very good relationships with staff and other children and are able to participate on their own and as part of a group.
- There is strong leadership and management and a good commitment to improving the quality of care and education.
- A good range of physical activities and resources ensure that children's progress in physical development is good.
- Children are developing a good knowledge and understanding of the world.
- Planned activities are interesting and stimulating, they sustain children's

interest and enable them to develop good attitudes to learning.

What needs to be improved?

- The quality and accessibility of information given to parents about the curriculum and how it links to the progress their children are making towards the early learning goals.
- The links between teaching, planning, assessment of where children are at in their learning and the early learning goals.
- A range of activities and resources that ensure children make good progress in mathematical development.
- Presentation and access to a range of resources to enable children to make choices and develop independence in selecting their own materials, tools and opportunities for creativity.

What has improved since the last inspection?

Limited progress has been made since the last inspection and weakness in opportunities for children to make marks, draw, and attempt to write and solve practical problems still remain. Planning and assessment has developed, however this still needs to highlight children's progress and attainment clearly.

As the setting has new premises with outdoor play areas, children are now provided with better opportunities to develop large muscle control skills and gain confidence in the use of larger equipment.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident, happy and secure in their environment and interact well with adults and each other. They engage in group activities such as singing and show increasing co-operation and consideration for others. More able three year old children have a good sense of community and tidy up after themselves. Children are independent, they have many opportunities to self select from a range of activities. They respond positively to adults; behaviour, manners and social skills are good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Spoken language is developing well, children engage in conversations speaking clearly and asking questions. They are developing good listening skills, they can predict and recall familiar stories and rhymes. Children handle books appropriately and show knowledge that print carries meaning. However children have insufficient challenges to attempt writing for a purpose and to develop an awareness of linking familiar letters to sounds, patterns and written words e.g. their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children show an awareness of size, shape and position. Three year old children are confidently counting to six and more able children can count everyday objects reliably to nine. However challenges are not made for more able children to develop knowledge of addition and subtraction. Children experiment with pattern but have limited opportunities to practice mathematical skills regularly.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

They are beginning to know about their own and other cultures and can link significant events to the past and present. However equal opportunities themes need to be extended to increase children's awareness. Children demonstrate some skill with every day technology such as a telephone and computer. They construct and assemble with a wide range of materials to form shapes using scissors and sellotape.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move confidently around the room with control and co-ordination. They have an awareness of space and safety and negotiate obstacles successfully. Children can manipulate and control larger equipment such as bikes when outdoors. They handle small tools with increasing skill when playing imaginatively, model making and painting and demonstrate good hand-eye co-ordination. Children have a good awareness of basic hygiene practices.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Older and more able children use role play creatively and join together to recreate real and imagined experiences. Children enjoy familiar songs and imitate and create movement in response to lyrics. They learn basic creative skills through planned craft activities, however they have insufficient opportunities and challenges to use their imagination for their own purpose in art and design. They are encouraged to explore sounds as they use the selection of musical instruments.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Ensure that teaching and resources are developed to become more effective in providing more challenge for older children and those who learn more quickly.
- Improve the quality and accessibility of information given to parents about the educational provision and how it links to the progress their children are making towards the early learning goals.
- Improve staffs knowledge and understanding of the early learning goals particularly in the aspects of mathematics, equal opportunities and creative development.
- Improve the links between planning and assessments, ensure these are consistently used to inform the teaching for the whole group and for individuals.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.