



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY236663

DfES Number: 517305

### INSPECTION DETAILS

Inspection Date 14/07/2004  
Inspector Name Jan Burnet

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Little Acorns Nursery  
Setting Address Woodridge Avenue  
Allesley Green  
Coventry  
CV5 7PN

### REGISTERED PROVIDER DETAILS

Name Just Learning Ltd 2809756

### ORGANISATION DETAILS

Name Just Learning Ltd  
Address 45 High Street  
West Malling  
Kent  
ME19 6QH

## 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

Just Learning Little Acorns Nursery is a purpose built nursery situated in the north-west of Coventry. A service is available for children aged from 14 months to 5 years and opening times are from 08:00 until 18:00, Monday to Friday, for 51 weeks of the year. Places are available on a full time, part time and sessional care basis. Some of the children live locally but vacancies are available to all who apply.

The nursery has four childcare rooms and a central area for messy play activities. There is a safely enclosed garden for outdoor play with direct access from the pre-school and toddler play rooms.

A team of 12 staff care for the children and all qualified - 10 with a level 3 qualification.

There are 72 children on roll and of these 13 are funded three year olds and 13 are funded four year olds. There are currently no children with special needs or who speak English as an additional language. Support is received from an Early Years Development and Childcare Partnership teacher who visits once per term.

### How good is the Day Care?

Just Learning Little Acorns Nursery provides satisfactory care for children. The atmosphere created by staff is warm and welcoming and the nursery is well organised with good routines, equipment and resources. Space in the four playrooms is used creatively and children benefit from having use of a central messy/wet play room and daily use of the outdoor play area. The manager is a supernumerary staff member and staff/child ratios currently exceed the minimum required standard. There are 12 staff members and all are qualified - 10 with level three qualifications. All staff demonstrate a commitment to developing their skills and knowledge and regularly attend training. Documentation and records are kept up to date and in good order. These include records of observations and assessment but staff are not currently using this information to inform future planning.

Security of the building is good and written procedures and staff practise ensure children's safety. Health and hygiene issues are addressed. All staff have completed first aid training and all but one hold in date certificates - training is booked for this staff member. The children are provided with three meals daily and snacks. Fresh food is cooked every day and close attention is paid to good health. Menus show a good variety of different foods and a vegetarian option is always available. All staff members have completed food hygiene training.

The interaction between the staff and the children is good. Children are cared for as individuals. Activities are varied and well planned and in all rooms children are appropriately challenged. Routines are good and the children are settled and happy. Children behave well and staff manage behaviour in a calm and consistent way giving clear explanations, constantly praising and encouraging.

The partnership with parents is good. Parents and staff share information on a daily basis and communication, verbal and written, is good.

#### **What has improved since the last inspection?**

Not applicable as this was the first inspection.

#### **What is being done well?**

- Relationships are good. Staff consistently respond very positively to children and praise and encourage. Staff provide all children with toys, equipment and materials that ensure a good range of activities and fully promote learning in all areas of development.
- Safety issues are given a very high priority. A staff member is the nominated health and safety representative and a well organised file contains all health and safety information including thorough risk assessments.
- The partnership with parents is good. Admission information from parents is thorough and they are asked to share as much as possible about their child. A daily diary sheet is provided for all parents and they have constant access to their child's assessment records. A comments box for parents is provided in the entrance area.

#### **What needs to be improved?**

- the use of recorded observations and assessment to plan the next steps in children's play and learning.

#### **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 should have regard to the following recommendations by the time of the next inspection**

| Std | Recommendation  |
|-----|---|
| 3   | Ensure that recorded observations and assessment are used to plan the next steps in children's play and learning. |

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

### How effective is the nursery education?

Just Learning Little Acorns Nursery offers generally good quality nursery education, which helps three and four year old children make progress along the stepping stones towards the early learning goals. Children make very good progress in personal, social and emotional development, creative development and communication, language and literacy.

Teaching is generally good. Staff use their knowledge of the foundation stage to plan a variety of activities for all areas of learning and three and four year old children are appropriately challenged. However, children's learning is not consistently reinforced in daily practical activities. Resources are good and routines are well balanced. There are currently no children with special educational needs or who speak English as an additional language but support mechanisms are in place. Staff record observations that are then used to evidence judgements made in assessment records. However some judgements are made from memory and staff do not then use what they know about a child to inform future planning. The management of behaviour is good, boundaries are clear and staff constantly praise and encourage the children.

Leadership and management are generally good. Clear procedures for staff recruitment, selection, induction and appraisal are in place and staff are clear about their roles and responsibilities. Annual appraisals are linked to personal development plans and a high priority is given to training. However, currently only one pre-school staff member has attended foundation stage training. Practise is reviewed during regular staff meetings and advice is sort from other professionals.

Partnership with parents is generally good. Information on the education program is provided and supplemented with monthly newsletters. Information on children's development is shared daily between staff and parents but is not used by staff to inform planning. Parents have access to their child's assessment records at any time.

### What is being done well?

- Staff create a stimulating environment where children learn through a good range of activities.
- Fine manipulative skills are developing well with daily use of tools and small equipment.
- Provision for creative development is very good. Children show good imagination and work confidently with a variety of media.
- Children's personal, social and emotional development is well fostered. They are happy, confident and independent and they behave well.

### **What needs to be improved?**

- the use of observation and assessment to inform future planning for individual children so that they build on what they already know.
- the reinforcement in practical activities of the knowledge gained in periodic planned activities, for example, health and body awareness and calculation.
- opportunities for children to explore the local environment.

### **What has improved since the last inspection?**

Progress made since the last inspection is generally good. Three key issues were raised.

The provider was asked to develop planning in order to show activities and their aims.

Activity planning is good. Staff plan themes for the year, each one lasting for approximately one month, they then use the foundation stage curriculum to plan learning objectives and linked activities for all areas of learning.

The provider was asked to implement the full record keeping system so that all areas of learning are covered.

Planning records are good and link directly to the six areas of learning and the stepping stones. However, assessment records are currently being reviewed as they do not have the same direct links.

The provider was asked to ensure that parents receive sufficient information on the educational provision.

An information pack given to all parents contains information on the curriculum, weekly activity sheets and routines are displayed and monthly newsletters identify the current theme and activities.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and proud of their achievements. They are keen to learn and concentrate well to complete a task. They eagerly take part in adult led activities but also independently choose activities and select additional resources. Friendships have formed and children play co-operatively in pairs and small groups. Children are learning to take turns and share and they behave well. They talk about different countries, food, customs and learn about cultures and beliefs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers and in the large group are very eager to be heard. They are learning to speak in turn and listen to others. Children are beginning to link sounds to letters and can recognise their own name. More able children recognise other children's names. They are learning that information can be gained from books. Pencil control is developing well with daily practise and children write their own name with varying degrees of support - some do so independently.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children experience a variety of planned and spontaneous activities to count. They progress from 5 to 10 and some four year olds count beyond 20. Children are learning to recognise numerals to five and more able children are now ready to progress towards nine. They discuss "more" and "less" but are not developing an awareness of addition and subtraction in practical activities. Children confidently name shapes and are learning about weight and measure. They recognise and recreate patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children experience a good range of planned and spontaneous activities to explore and investigate. They build and mould confidently with good materials and freely select and competently use a variety of tools. Children have continuous access to a computer and are learning to use the mouse. More able children do so without support and they are learning to load the programmes. Children are developing a sense of past and present. They do not explore the local environment as trips out are rare.

**PHYSICAL DEVELOPMENT**

|            |                |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children are developing skills and confidence whilst moving in different ways and using a good variety of large equipment on a daily basis. They demonstrate an awareness of their own space and that of other children. Daily opportunities to use a range of small equipment has led to well developed manipulative skills. A past theme gave children some awareness of health, personal hygiene and the effects of exercise but this is not being reinforced on a daily basis within routines and activities.

**CREATIVE DEVELOPMENT**

|            |           |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children experience a variety of activities to explore their senses, particularly different textures and exploring sound with musical instruments. They confidently name a variety of colours and experiment with paint to mix and create different colours. Children choose from a good variety of different media to create models and pictures. They play imaginatively with good resources and extend ideas and situations initiated by staff. They act out pretend situations as a group.

**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 observation and assessment are used to inform future planning for individual children so that they build on what they already know.
- Reinforce in practical activities the knowledge gained in periodic planned activities, for example, health and body awareness and calculation.
- Provide opportunities for children to explore the local environment.

*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.*