



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 403347

DfES Number:

INSPECTION DETAILS

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| Inspection Date | 22/09/2003 |
| Inspector Name | Charlene Howlett |

SETTING DETAILS

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| Day Care Type | Full Day Care |
| Setting Name | Acacia Care & Education |
| Setting Address | 49 Witney Road Eynsham Witney Oxfordshire OX29 4PL |

REGISTERED PROVIDER DETAILS

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| Name | Acacia Care and Education Ltd. 4148697 |
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ORGANISATION DETAILS

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| Name | Acacia Care and Education Ltd. |
| Address | 34 Bertie Road Cumnor Oxford Oxfordshire OX2 9PS |

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

Acacia Care and Education Day Nursery opened in November 2001. It operates from a private house set over two floors in the village of Eynsham, approximately one mile from the A40. The ground floor offers rooms for the Scholars and Sophomores (aged two to five years) as well as the library and a changing area. The two main rooms upstairs accommodate the Freshers (aged zero to under two years), who are split into two groups, as well as a sleep room and changing/toilet areas. There is a fully-enclosed garden for outside play. The nursery serves parents in the local area and has a large catchment area.

There are currently 42 children from zero to seven years on the roll. This includes five funded three year olds and one funded four year old. Children attend for a variety of sessions. The setting currently supports two children who speak English as an additional language.

The group opens five days a week all year round from 08:00 until 18:00. Sessions are from 08:00 until 13:00 and from 13:00 until 18:00.

Seven full-time staff work with the children. Over half the staff have early years qualifications to NVQ level two or three. Two staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Acacia Care and Education Day Nursery provides good quality care for children from birth to seven years.

The proprietor gives high priority to staff qualifications and promotes their ongoing training and personal development. Procedures in place ensure staff have a consistent approach to their work, through induction training, staff meetings and appraisals. The staff provide a well-resourced, welcoming and child-centred

environment. The nursery has a good staff team who work well together.

All staff share responsibility for maintaining a safe environment by carrying out regular checks and the proprietor takes her responsibility seriously for the welfare of children. The indoor and outdoor environments are safe, clean, well maintained and attractively arranged. Although staff protect and promote the health and nutritional needs of children, there is a minor weakness in nappy change procedures. The nursery refers to a set of nutritional guidelines when planning daily menus and meals served provide a diet of high quality, freshly-prepared foods.

The quality of care for all the children is good. Children in the baby room benefit from consistent routines for sleeping, playing and eating. All children benefit from a daily programme which includes a balance of activities which are active, quiet, child or staff initiated and time to be outdoors. Staff interact well with children to extend their learning and development, but they sometimes struggle to manage difficult behaviour. They set clear and consistent boundaries and children are generally well-behaved and show consideration for one another.

The partnership with parents is very good. Parents and staff exchange information daily and they use daily diary sheets to assist this process. The nursery gives parents useful information about the provision at the outset and subsequently via newsletters and notices. Parents are encouraged to join nursery staff and children to celebrate special events.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff give good attention to meeting babies' individual needs for eating, sleeping and interacting with consistent adults throughout the day. A strong partnership with parents is developed to enhance the care children receive.
- The physical environment is very attractive and well-maintained. It is effectively laid out to support children's learning and good care with appropriate space, facilities and equipment and is organised with due regard to health and safety. A recent addition to the outdoor curriculum provides children with opportunities to explore sound in their "music garden", using a range of materials and shapes, for example, pipes, wheel trims, plastic tubs, and wood.
- The daily menu is nutritious and appetising and demonstrates the nursery's understanding of healthy eating. It includes a variety of fresh ingredients.
- The nursery is very well-organised and managed and a comprehensive set of policies and procedures, as well as staff training, support its efficient operation.

What needs to be improved?

- the staff's management of children, to promote their understanding of acceptable behaviour;
- the procedures for changing nappies, to ensure they are hygienic.

Outcome of the inspection

Good

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 |
|-----|---|
| 7 | ensure good hygiene practices are in place regarding nappy changing; |
| 11 | develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development. |

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

How effective is the nursery education?

The nursery education at Acacia is generally good. The children are making generally good progress in most areas of learning and very good progress in knowledge and understanding of the world and creative development.

Children are provided with a bright and stimulating environment in which to learn. Planning ensures all areas of learning are being covered and staff are clear about learning outcomes, however extension work for four year olds and more able children is limited. Good quality resources are available for children to select from but children are not sufficiently encouraged to do so. Staff share good relationships with children, however when working directly with children there are some missed opportunities to develop and consolidate children's learning. Assessments are made of children's learning but these are not effectively used to inform future planning and the individual learning needs of the children.

Leadership and management of the nursery is very good. An effective staff appraisal system is in place and staff training needs are being identified and met. All staff are suitably qualified or working toward a qualification. Staff work well together throughout the nursery and opportunities to join together as a large group are provided daily. Staff meet weekly as a team to plan and discuss the children's care.

Partnership with parents and carers is very good. Parents are provided with good quality information about the setting and are encouraged to share what they know about their child when the child starts at the nursery. Newsletters keep parents informed about what their children are learning and provides suggestions of how parents can help to build on their child's learning at the nursery. Parents report being kept sufficiently updated about their children's progress.

What is being done well?

- Children are exploring and investigating the environment in which they live, links made through the topic allow children to build and develop their knowledge and understanding of the world.
- The nursery provides a bright and stimulating environment in which children can learn. Trolleys containing resources for children to explore the different areas of learning are available for children to choose from.
- Good leadership and management and an effective staff appraisal system ensures staff training needs and areas of development are being identified.
- Children are developing high self esteem through praise and encouragement from staff and appreciation being shown by their peers for their achievements.
- Children are learning about other cultures and beliefs in stimulating and

exciting ways.

What needs to be improved?

- planning for the differentiation of activities to extend and develop four year olds and more able children:
- use of assessment to inform future planning and the individual learning needs of the children;
- children's knowledge of written letters when making links with letters and sounds;
- opportunities for children to link numbers with numerals.

What has improved since the last inspection?

This is the first funded nursery education inspection since being registered, therefore this section does not apply this time around.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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| Judgement: | Generally Good |
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Staff provide a friendly and caring environment for children. Through daily singing sessions children are developing high self esteem, they sing a welcome to all each day and receive a round of applause from everyone for their contributions. Children are provided with a stimulating environment where they make choices in their play however, children do not readily use available resources. Children are starting to concentrate but cannot always meet expectations.

COMMUNICATION, LANGUAGE AND LITERACY

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| Judgement: | Generally Good |
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Children are developing as speakers and listeners, language is used to explore everyday experiences. Children use letters and sounds daily, however this is not extended to develop children's knowledge sufficiently. Children select from a range of attractively displayed books, children are interested in books but children's involvement in stories is not always sufficiently developed. Resources are available for children to develop handwriting but they are not consistently encouraged to use them.

MATHEMATICAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children are developing an understanding of number, some can count reliably up to ten and beyond. Through asking questions staff encourage children to use number to solve simple problems in everyday situations, however, children are not always linking numerals to numbers. Children can name some basic shapes and opportunities to develop basic mathematical concepts and language is covered in the planning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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| Judgement: | Very Good |
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Children are exploring and investigating. They are learning about living things and their environment. Children are learning about life processes and their understanding is being further developed by making links with other areas of learning. Children are learning about modern technology, they independently use the computer and tape machines. Children are learning about other cultures and beliefs, this is developed through song and imaginative play.

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| PHYSICAL DEVELOPMENT | |
| Judgement: | Generally Good |
| Planned activities ensure children have the opportunity to use a range of balancing and climbing equipment. Indoor space is limited for physical play but children are taken to the adjoining park to develop an awareness of space. Children are learning about control and co-ordination, however this is not sufficiently developed in independent outside play. Children are starting to name body parts and are developing an awareness of healthy eating. | |

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| CREATIVE DEVELOPMENT | |
| Judgement: | Very Good |
| Children are exploring colour, texture, shape and form. Children have regular opportunities to work creatively. Art and craft activities are well planned to link with the topics. Music and song are valued in the nursery. Children enjoy singing songs from memory and explore making sounds with instruments from around the world. Children are encouraged to listen and respond to music. | |

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

- increase the effectiveness of planning and assessment to differentiate activities to meet the children's individual learning needs.
- provide increased opportunities for children to make links between letters with sounds.
- provide increase opportunities for children to link numbers with numerals.

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.