



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 113349

DfES Number: 511537

### INSPECTION DETAILS

Inspection Date	19/01/2004
Inspector Name	Chris Mackinnon

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	The Acorns Nursery School
Setting Address	59 Denmans Lane Lindfield Haywards Heath West Sussex RH16 2JN

### REGISTERED PROVIDER DETAILS

Name	Mrs Janet Irwin
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## 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

The Acorns Nursery School, established in 1985, uses the ground floor rooms of a detached house in the village of Lindfield, near Haywards Heath. It is located in a quiet road, close to local parks and shops and serves the local area.

The nursery school is registered for 12 children aged two to five years with 13 currently on roll, this includes eight funded three year olds and two funded four year olds. Children attend all day or for a variety of sessions. Currently, no children attend with special needs or with English as an additional language.

Two full time and two part time staff work with the children, one with a teaching qualification and two with early years qualifications. The setting receives support from a mentor from West Sussex Early Years Development and Childcare Partnership and is in the process of completing Kitemark accreditation with the EYDCP.

### How good is the Day Care?

The standard of the care provided is good. Staff are well qualified and give priority to working closely with the children, individually and in groups. The nursery school premises are welcoming and well resourced with a stimulating range of play and learning materials. The documentation and record keeping is well organised, but there is a need to produce written guidance on appointing staff.

Staff are trained in and aware of safety procedures, but the ongoing review of risk assessments needs to be clearly documented. Staff promote sound hygiene practice and the quality of the food provided is good. Staff have a good awareness of the need to promote equality of opportunity. Staff are appropriately trained and have experience of working with children with special needs

Staff have a good awareness of individual children's development and a good knowledge of the early learning goals. Staff provide clear learning themes that

encourage language, mathematical thinking and creativity. The children are involved and contribute to the development of the activities and are able to explore, investigate and relate well to others. Staff are confident with behaviour management and developing children's social skills.

The nursery school has a good partnership with parents. Staff regularly provide parents with information on children's progress and development. Parents are provided with details of the learning programme and encouraged to contribute. Staff support parents in meeting individual children's needs

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

Since the last inspection, the attendance register and accident record have been improved

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

- Staff are experienced, suitably qualified and organised well to meet children's needs
- Staff provide a good range of stimulating activities to encourage children's progress and development
- The nursery school premises are well organised, providing a welcoming environment that promotes development
- A good range of play and learning materials are provided, creating a stimulating environment for children
- The food provided is well prepared, healthy and nutritious
- The staff promote equality of opportunity, with children's differences valued
- The staff are confident and experienced in managing children's behaviour
- The nursery school works closely with parents, providing clear information on children's development

#### **An aspect of outstanding practice:**

The nursery school joins with parents in providing well organised progress and development record books for each child. The record books are carefully prepared, with daily written entries and photos and examples of work included. The record books provide an opportunity for staff and parents to share and record information on individual children's play and learning experiences and are an example of outstanding practice.

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

- produce written guidance for appointing staff;
- review risk assessment procedure.

<b>Outcome of the inspection</b>
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Good
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<b>CONDITIONS OF REGISTRATION</b>
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<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
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<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>
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<b>WHAT NEEDS TO BE DONE NEXT?</b>
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<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>
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Std	Recommendation
1	produce written guidance for appointing staff
6	review risk assessment procedure

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

### How effective is the nursery education?

The Acorns Nursery School at Lindfield provides a caring and safe learning environment, with children making very good progress towards the early learning goals.

The overall quality of the teaching is very good. Staff have a good knowledge and understanding of the foundation stage and are confident in providing the children with a balanced range of practical and stimulating activities. The setting's planning, organisation and staff deployment supports children well in their development and learning.

The leadership and management of the setting is very good, with the head teacher and staff confident in their ability to assess the strengths and weaknesses of the learning programme. The head teacher and staff work well as a team and are committed to the improvement of care and education for all children. A clear and well organised system is in place to help staff evaluate and review the effectiveness of the nursery school's practice.

The partnership with parents is very good. Parents receive written guidance on the early learning programme and are encouraged to participate in the learning themes. Each child has a progress record book that both staff and parents contribute to. Parents receive regular information on their children's progress towards the early learning goals.

### What is being done well?

- children are motivated to learn and form good relationships with adults and children;
- children speak confidently and use language creatively;
- children are encouraged to investigate, develop design and making skills and learn about other cultures;
- children are encouraged to be creative, use imagination and communicate their ideas;
- parents are informed of children's development and contribute to the learning programme;
- staff are well led and managed and able to encourage and extend children's learning.

### What needs to be improved?

- Point for consideration: Introduce a staff appraisal system

<b>What has improved since the last inspection?</b>
<p>The effectiveness of the planning in covering all Early Learning Goals over a period of time, has been revised and improved</p> <p>Information from parents on children's interests and achievements is now gathered regularly and recorded in children's individual progress and development records</p>

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress within this area. Children arrive happily and are interested and motivated to learn. They build good relationships which are supported by staff. Children's behaviour is well managed with staff encouraging social skills and independence. Children work in groups, take turns and are able to select resources and work independently.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in this area of learning. Children speak confidently to adults and others, with staff providing many opportunities to develop and extend language and literacy skills. Rhymes, poems and story-books feature strongly in this area of learning and children develop an interest in language and enjoy using new words and phrases.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in mathematical development. Staff encourage children to learn numbers and calculate, with well prepared activities and good use of well chosen resources. Staff encourage children to solve simple mathematical problems, understand simple concepts like addition and subtraction and use mathematical words.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in this area is very good. Staff provide plenty of opportunities for children to explore, investigate and identify features of the local and wider world. Children are able to explore different materials and objects and develop design and making skills. Children learn about past and present events and are confident with information technology.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

The programme for physical development is very good. Children move confidently and are expressive with developing control and awareness of others. Children are able to use small and large equipment, with outdoor physical play combined with handling tools and materials indoors. The nursery is well resourced and provides regular opportunities for physical play and activities.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>The programme for creative development is very good. Children enter enthusiastically into role-play and express and communicate their ideas well. Staff provide a good range of activities to develop imaginative play, design and music, with opportunities also to explore texture and taste in everyday activities. Staff encourage the children to share their thoughts and ideas and contribute to the development of the play and learning.</p>	

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- Point for consideration: Introduce a staff appraisal system

*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.*