



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 200479

DfES Number: 513461

INSPECTION DETAILS

Inspection Date 22/01/2004
Inspector Name Sally Elizabeth Lee

SETTING DETAILS

Day Care Type Full Day Care
Setting Name ACORN WOOD DAY NURSERY
Setting Address Bretts Hall Farm, Ansley Common
 Nuneaton
 Warwickshire
 CV10 0QJ

REGISTERED PROVIDER DETAILS

Name Mrs Deborah Ford

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

Acorn Wood Nursery opened in 1992 and operates from the ground floor of a farmhouse in Ansley Common. The group uses the whole of the ground floor, which consists of a nine place baby unit with separate sleep room and a large pre-school classroom, a kitchen and toilet area. There are three separate outdoor play areas with hard and grassy areas as well as fixed climbing equipment over bark chippings. Meals are cooked on the premises.

The Nursery is registered to provide 36 places for children aged 0 to five years. There are currently 61 children on roll, including nine funded four-year-olds and 20 funded three-year-olds. There are no funded children who have special educational needs and one funded child for whom English is an additional language. Children attend a variety of sessions each week. The group is open from 08:00 to 17:30 hours Monday to Friday all year round.

There are 11 full and part time staff who work with the children, all of whom have Early Years qualifications. The setting receives support from the Advisory Teacher from the Early Years Education and Childcare Partnership.

How good is the Day Care?

Acorn Wood Nursery provides good quality care for children. Staff interaction with children is very good. They are interested in what the children do and say, and the children are eager to play and learn. The planning and organisation of activities and resources is designed to encourage the children to become independent, and they are happy, active learners. Their progress is assessed regularly and this informs future planning. Most policies and procedures are in place.

Staff give a high priority to ensuring the safety of children both inside and outside the setting. There are excellent hygiene procedures in place and these are implemented carefully. Staff provide very good role models for the children. They set clear and consistent boundaries and treat the children with respect. Behaviour is very good.

Partnership with parents is good. Parents receive detailed information about the nursery before their children start, and they value the daily interaction with staff, which keeps them informed about their children's progress and development. In addition there are regular newsletters and parents evenings. Staff complete a daily diary for every child under two years.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous inspection.

What is being done well?

- The programme of activities for all children is interesting and imaginative, giving them opportunities to explore and investigate. It supports their language, mathematical thinking, imagination and creativity. The activities are well planned and prepared and help children of all ages to make progress in all areas of development.
- The premises are light and welcoming, clean and well maintained. They are organised to meet the needs of the children. There are opportunities for outdoor play daily for all children.
- Partnership with parents is good. Parent's booklets, newsletters, parent's evenings and daily interaction ensure parents are well informed about their children's progress and well-being.
- Staff provide good role models and set clear and consistent boundaries. They treat the children with respect and consequently children treat each other with respect. Behaviour is very good.
- Support for children with special needs is good. Individual education plans and sensitive support from staff ensure that children reach their potential. Children's individual needs are met.

What needs to be improved?

- the complaints procedure to include the contact details of the regulator.

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
12	Include in the complaints procedure the address and telephone number of the regulator.

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

How effective is the nursery education?

Acorn Wood Nursery offers very good quality nursery education for three and four-year-old children. Strong relationships and effective teaching help the children to make very good progress through the stepping stones towards the early learning goals in all areas. The children are happy, active learners. They are motivated and have good concentration skills. They are independent and work well together in groups, both with and without adult support.

The quality of teaching is very good. Staff have a secure understanding of the stepping stones through to the early learning goals, and they provide a stimulating range of practical activities in all areas to help children learn. Children with special educational needs are very well supported and the planning and assessment systems ensure that the needs of all children are met. Staff have high expectations of the children and are good role models for them. Children co-operate and are developing an understanding of right and wrong. Behaviour is good. Problem solving in mathematics could be further developed.

Leadership and management are very good. There is a strong commitment to monitoring, developing and improving practice. Regular staff meetings and appraisals monitor training needs, and staff are positively encouraged to undertake further training. Staff motivation is high.

Partnership with parents is very good. Parents are encouraged to share information about their children. Regular newsletters and parent's evenings keep them informed of the activities within the nursery. Staff talk to parents regularly about their children's progress and development.

What is being done well?

- Children's natural curiosity is enhanced through the provision of a wide range of stimulating activities and resources. They are encouraged to use their senses freely, to explore and to investigate.
- Practical, everyday activities are used well to help children make progress in all areas of play and learning.
- Staff give a high priority to nurturing children's personal, social and emotional development. Relationships are excellent and behaviour is very good. Children are developing independence and are eager to learn.
- There are high expectations of the children and they behave very well.
- Observations and assessments are used well to inform planning and to meet individual learning needs.
- Children's imagination is fostered through regular, exciting activities in art and design, dance and music.

What needs to be improved?

- the use of daily routines and activities to extend children's use of mathematics to solve problems.

What has improved since the last inspection?

The setting has made very good progress since the last inspection. The assessment system has been reviewed and carefully monitors progress through the stepping stones and this information is used to inform future planning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are motivated, confident and eager to learn. Concentration is good, working alone or in groups. Children show increasing respect and care for each other and are developing good relationships with staff and with other children. They are developing an understanding of right and wrong. Personal independence is encouraged.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are becoming clear, confident speakers and good listeners. They show an interest in books for both stories and information. They listen well and respond to stories, taking an active part in large and small group story telling. Children are learning to link sounds and letters and are making good progress in writing and reading their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to count and recognise numbers up to ten. They use mathematical language well and are able to complete simple calculations. Children are developing a good understanding of shape, space, size and measure and use mathematical language in daily play. Children's skills in problem solving could be further developed.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children explore the natural world and have many opportunities to observe changes in plants and living things. They are naturally curious and are keen to investigate and explore the world around them. They are beginning to develop an understanding of the sense of time, and past and present events. They are learning about their own cultures and beliefs and those of others.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing skills in control and co-ordination as they make use of the range of tools and equipment. They move confidently and imaginatively in circle games and dance, and enjoy outdoor play. Children are developing skills in catching and throwing, climbing and manoeuvring wheeled toys. They are beginning to learn about the importance of keeping healthy and to recognise the changes that happen to their bodies when they are active.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children use their imagination in art, design, music and dance this is encouraged by staff. Children are encouraged and supported to select a wide range of creative materials and tools. They use musical instruments regularly and listen to a wide range of music. They have opportunities to dance and to re-create stories through role-play.

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:
- Continue to develop opportunities for children to use mathematical ideas and methods to solve problems.

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.