

Henbury Hill House Acorns

Inspection report for early years provision

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Inspector Deborah Starr

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Henbury Hill House Acorns was registered in 2001. It is part of the Acorns chain of nurseries with the head office in Cardiff. The nursery operates from a three storey converted listed building and is situated in the Westbury-on-Trym area of Bristol. Children are cared for on the ground and first floors of the building. There are two, fully enclosed outside areas for children to play.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery opens Monday to Friday, from 08.00 to 18.00 all year round with the exception of bank holidays. A maximum of 100 children may attend with no more than 48 children under two years at any one time. There are currently 181 children on roll within the early years age range. The nursery offers support to children who have special educational needs and for whom English is an additional language. The nursery receives funding for the provision of free early education to children aged three and four years.

There are 30 members of staff working directly with the children; of these 25 hold appropriate early years qualifications. The manager and deputy are supernumerary. The nursery employs a qualified teacher to work with the pre-school children for two full days and two half days per week. In addition, there are four ancillary staff. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge and awareness of children's individual needs enabling them to promote and safeguard their welfare effectively overall. Children make good progress because staff are knowledgeable about how children learn and use their skills effectively to support children's development. Positive partnerships with parents ensure continuity in their care, but do not focus sufficiently on learning and development. Effective links with early years providers that children attend are not yet established. Management and staff demonstrate a strong commitment to improvement. Effective self-evaluation of the provision that includes parents and staff ensures good outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend opportunities for children to recognise their own and others unique qualities through meaningful experiences that fully embrace their diverse cultural backgrounds
- develop further a two-way flow of information with parents and other early years providers to ensure continuity in children's care learning and

- development
- update the record of risk assessment to include any assessment of risk for outings and trips

The effectiveness of leadership and management of the early years provision

Appropriate arrangements ensure that all adults working with children have undergone suitable vetting procedures. Effective induction of staff and ongoing training ensures that children are effectively safeguarded because staff have a good knowledge and understanding of child protection issues and reporting procedures within the nursery. Good documentation and effective practice by staff for example, when children are unwell safeguards children's welfare. Most required records are well maintained and shared with parents. Appropriate records are kept for assessment of risk for all areas of the nursery but have not been extended to include outings. Ongoing review of the nursery environment by staff and management ensures children of all ages easily access an interesting range of good quality, well organized toys and resources that support their learning both inside and outside. Staff have a generally good knowledge of individual children's backgrounds and needs. However, this is not fully reflected in activities, experiences and resources that reflect the diverse backgrounds of all children that attend.

Positive partnerships with parents are established and children's individual needs are generally well identified and supported. Parents are appreciative of the care given to their children and the progress they make. Parents are well informed of the nursery's working practices through clear written documentation, inviting displays on each floor, daily discussion with staff about children's welfare, activities and achievements and occasional parent evenings. This dialogue however, does not focus sufficiently on children's learning and development. The need to develop links with other early years providers is not yet established. This is however recognised by the provision and steps to address this are currently under consideration.

The motivated management team and staff use an effective system of self-evaluation that includes parents to reflect upon the provision. Recommendations from the last inspection have been addressed fully. Future actions are well chosen and carefully planned so that the impact is evident in most of the areas where it is needed. For example, recently extended information and communication technology equipment and the development of the vegetable patch plays an integral part in children's learning. The owners and management team have a clear vision for the future and have high expectations of staff. They demonstrate a strong commitment to their continuous improvement.

The quality and standards of the early years provision and outcomes for children

Children are happy and settled and form strong attachments to staff. Children throughout the nursery make good progress through a balance of well planned and purposeful adult- and child-led activities. These activities promote curiosity and exploration and arise from children's interests. Staff identify clear learning objectives for each child based on regular observations and effective assessment and evaluation of their abilities. Babies are intrigued and supported effectively by staff to explore the world around them through their senses, and begin to develop emerging skills to feed themselves. For example when touching, tasting and exploring flavoured baby cereal and attempting to hold spoons. Older children are supported well through effective open-ended questioning to develop their ideas. For instance, activities based on a memory game supports children's developing problem-solving skills, communication and language, knowledge of the world and turn taking. They follow instructions, learn to recognise objects through description, count and recall missing objects. Children's understanding is consolidated through singing songs such as the 'Vegetable Man' and their language extended through the introduction of new words.

Good use is made of resources such as computers and walks to local woods to develop children's understanding of the world around them and to develop skills for the future. Preschool children access programmes based on the theme of autumn. They are supported effectively by staff to listen to instructions, manipulate the mouse, work out what to do next and recognise they must take turns to use the equipment. Local walks promote curiosity, exploration and skills of matching and sorting. Children develop an understanding of how they keep themselves safe when crossing roads. Children's interest is developed further through a sticking and gluing activity creating pictures with the natural objects they have found. Staff use their good knowledge of children's next steps in learning to support them effectively in their spontaneous play and through the layout of the play areas. Toddlers enjoy opportunities to explore paint using an interesting variety of tools. They are actively engaged when listening to familiar stories, repeating enthusiastically well known phrases. Children access a wide range of tools for mark making and some write correctly formed letters in their name.

Children demonstrate a good understanding of healthy lifestyles. They enjoy nourishing, balanced freshly prepared meals that take full account of their dietary needs and preferences. Vegetables and fruit grown in the garden and picked by themselves supports their understanding of where food comes from. Children benefit from regular opportunities throughout the day to play in the fresh air and develop a variety of skills using interesting equipment. They demonstrate through their play a good understanding of how to keep themselves safe when crossing roads. Children follow good hygiene routines, and understand why through effective staff support. Children respond well to the frequent praise and consistent, clear and respectful approach of staff. Children's behaviour is good. Children's work is valued and they take pride in their achievements. They show consideration for others, play cooperatively together, take turns and share; thus, developing

skills for the future.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met