

Little Acorns

Inspection report for early years provision

Unique reference number	EY318335
Inspection date	10/11/2010
Inspector	ISP Inspection
Setting address	99 Church Road, Urmston, Manchester, Lancashire, M41 9FJ
Telephone number	0161 748 0963
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Little Acorns was re-registered in 2005 and is one of ten nurseries owned by the Dan Leisure Group. The nursery was previously known as Princess Christian and was registered in 1997. The setting operates from six rooms on two floors of a large Victorian house, close to the centre of Urmston. There is a fully enclosed area for outdoor play. The nursery serves the local area and is open five days a week all year round. Sessions are from 07.30 - 18.00. The nursery is registered to care for 71 children at any one time. The setting employs 15 staff; of these 10 have appropriate early years qualifications. Support for the nursery is received from the Early Years Advisory Service in Trafford.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Nursery provides good quality provision for children. They clearly enjoy coming to the nursery and make good progress in their learning and development. All aspects of children's welfare are promoted with success. In particular the nursery has excellent arrangements to promote children's safety and welfare, and partnerships with parents and others are exemplary. The motivated and committed manager has a clear vision for the nursery, which is shared by all the staff. There are generally good systems in place for the setting to self-evaluate and reflect on their practice. The nursery has the ability to continue to make further progress and improve the overall provision, based on improvements made since the last inspection.

What steps need to be taken to improve provision further?

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

- ensure that the arrangements in place for observation, assessment and tracking children's progress are consistently and effectively used to plan relevant experiences for children.

The effectiveness of leadership and management of the early years provision

Detailed and robust safeguarding arrangements, including links with relevant agencies ensure that children are exceptionally well protected and feel safe in the nursery. All staff have a comprehensive knowledge of safeguarding issues and excellent recruitment and selection systems and mandatory documentation required to ensure the suitability and qualifications of the adults looking after children are exemplary. Children's knowledge of diversity and difference is enhanced as staff ensure that every child is included and not disadvantaged in any way. Children celebrate festivals and special events, listen to music from other

cultures and use the meaningful range of resources available. This ensures that children learn to value aspects of their own lives and the diverse society in which they live. Barney bear is also taken on family holidays and staff use discussions to talk about the country children have visited and mark it on a map. Staff have positive strategies in place to monitor and identify any variations in children's development and address these as soon as possible, in order to narrow any achievement gaps.

The nurseries policies, including complaints, are effective and inclusive for those children who attend. The manager is efficient and regularly monitors and evaluates their effectiveness. Staff are deployed effectively and work well as a team to ensure the smooth running of the nursery. They also have a clear commitment to continual improvement and regularly attend beneficial training, which is used to achieve good quality outcomes. Children and parents are meaningfully involved in the self-evaluation process. Children are given video cameras to record what aspects of the setting they enjoy and their comments are recorded and taken on board. Parents receive regular questionnaires and use a suggestion box to contribute their views. These are valued and actively taken on board by the nursery and developed within an action plan to enhance the provision and improve outcomes for children. However, these systems do not consistently show how identified improvements will impact on the outcomes for children and develop the provision overall.

The nursery staff have developed exemplary partnerships with others. They show a clear commitment to developing excellent systems of sharing information between all partners involved with children. This ensures continuity of care and learning, and ensures that children with additional needs successfully get the specific support to meet their individual needs.

Partnerships with parents are highly positive and staff consistently involve parents in decision-making on matters that affect them and the welfare of their children. In return, parents comment that they are very happy with the care provided for their children, how they have noticed a marked improvement in their children's development and that they value the two-way communication shared with staff. Parents receive excellent information about all aspects of the nursery through a professionally presented and high quality welcome pack. Daily exchange of verbal communication, sharing written records and annual parents' evenings keep parents well informed of their children's progress and achievements. There are also excellent systems in place for parents to contribute to their children's learning and development records and share information with staff, who provide precise guidance about how parents can support their child's learning.

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

Children are confident communicators and happily engage in lengthy conversations with adults as they talk about how much they enjoy coming to the nursery and, in particular, they like the outdoor play area. Children have access to excellent and well resourced sensory areas and become absorbed in using their senses to

explore a broad range of natural materials. They take great pleasure in playing with musical instruments from around the world as they investigate the sounds they make. Children take great pleasure in looking at books and listening to their favourite stories repeatedly. Older children can recognise letters in their names and correctly hold a pen to write their names, where some of the letters are correctly formed. A wide range of tools, such as rolling pins, cutting wheels and shape cutters are used to help children gain control. For example, children roll out, mould and manipulate play dough into different shapes and explain that they have made toast for adults.

Children have very good opportunities to rest and be active according to their needs. They know the importance of exercise and actively demonstrate how they dance to music, run and ride a bike. They excitedly dance to music and follow actions to a song about pirates, jumping and moving their bodies in time to the music and follow actions. Children also regularly take part in 'diddi dancing'. Children have access to an exciting and stimulating outdoor play area, which offers excellent experiences for children to develop their physical skills. Children use the resources available to build and construct, using blocks to create spaces and make enclosures and gain co-ordination as they use wooden beams and logs. Children have opportunities for planting and growing and care for their environment. For example, they have planted vegetables such as peppers and green beans and actively use the recycling centre in the outdoor area

Staff's secure knowledge of the Early Years Foundation Stage and the effective key worker system ensures that children's learning and development is supported well. Good quality observations and assessments identify the next steps in children's learning. Staff use these effectively to inform tailored and individual planning, helping children to achieve their full potential, although these links are not always consistent. However, children make good progress and, in some areas, very good progress given their starting points and capabilities. Planning is of good quality and takes into account children's interests, their views, and information gathered from observations. As a result, children have access to a balanced range of adult and child led activities that foster active learning and offer appropriate challenges.

High standards of hygiene are maintained throughout the nursery and effectively prevent the spread of infection. Staff wear gloves and aprons whilst handling food and also when changing nappies. Children know, and have a clear understanding of, the factors that contribute to how they can lead a healthy lifestyle. They adopt healthy habits through effective daily routines and are knowledgeable about personal hygiene. They explain the importance of hand washing and how it stops them from getting germs. They get tissues when they need them and remind each other to put used tissues in the bin. Colourful displays and photographs remind children about hygiene routines, such as washing hands and flushing the toilet after use. All children thrive because their well-being and nutritional needs are met very well, promoting their healthy growth and development. Children make healthy choices about what they eat and drink and benefit from a wide range of freshly prepared healthy and nutritional meals and snacks. They understand the importance of healthy eating and know that certain foods, such as chocolate and sweets 'will make you fat and make your teeth yellow'. Mealtimes are relaxed and staff maximise opportunities for social interaction as children engage in

enthusiastic conversations about their home life.

All children demonstrate an exceptional sense of confidence and self-assurance and show that they feel safe and are confident to confide in staff at the Nursery. For example, they say that they feel safe because 'all my friends are here' and because staff look after them. In addition, if they were worried about something, or being bullied, they would tell their key worker. Staff in the baby room have loving and very caring relationships with children and comfort those who are settling in, ensuring that they become secure. High quality and detailed risk assessments, daily checks and the vigilance of staff ensures that children are kept safe and develop an excellent and mature understanding of dangers in order to keep themselves and other safe. They enthusiastically explain how they must not throw things and that 'electricity is very dangerous, so we don't touch plugs'. Children also use role play to demonstrate their knowledge of safety, such as not touching the toaster whilst making toast because 'you will burn'.

Children have very good opportunities to take on responsibilities and play a part in the setting and wider community. They take responsibility for tidying up and help to set named cards for tables at dinner time, put flowers on the table and also help to wash up. This promotes confidence, independence and self-esteem. Staff make good use of these opportunities to extend children's mathematical skills by engaging children in simple calculation, such as counting the number of chairs needed for lunch time and asking question about how many more are needed. Staff understand, and effectively implement, the nurseries behaviour management policy, using consistent and clear strategies in accordance with children's age and understanding. As a result, children respond well to the expectations of staff and have positive relationships with them and other children. Children are very well behaved and polite, working and playing together harmoniously. They demonstrate a good understanding of positive behaviour and confidently explain that the rules of the nursery are 'no fighting and no snatching' they also say that they are good because 'we share and say please and thank you'.

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	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	1
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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