

Acorns Nursery Ltd

Inspection report for early years provision

Unique reference number 136090
Inspection date 25/02/2011
Inspector Tim Butcher

Setting address Axa Centre Bristol, Brierly Furlong, Stoke Gifford, Bristol,
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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

Acorns Nursery opened in 1996 and is one of a group of privately managed, workplace nurseries, run by the Acorn group. It is located on the Axa site in Stoke Gifford, South Gloucestershire. Children attending the nursery come from a wide catchment area. 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 8am to 6pm throughout the year, excluding public holidays. It operates from a purpose-built, single storey building with an enclosed outdoor play space and garden. The baby unit can accommodate up to 15 children under the age of two and has a separate sleep room and bottle preparation area. Older children have use of three other rooms for their activities. There are 63 children currently on roll within the early years range. This includes 21 children receiving funded nursery education. The majority of children attend on a part-time basis.

The manager and nine members of staff work with the children. Seven staff hold at least a level 3 qualification in early years and two staff hold a level 2 qualification and both are working towards a level 3 qualification. A qualified teacher works with the older, funded children once a week. In addition, two housekeepers and a cook provide additional support. The setting supports children with special educational needs and/or disabilities and children who learn English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time at the nursery and make satisfactory progress in their learning and development. The provider is in breach of a specific legal requirement as documentation is not made available to Ofsted. As a result, children's safety has the potential to be put at risk. The registered person is given a Notice to Improve that sets out actions to be carried out. The good relationships that are established with parents and carers ensure the individual needs of children are met. There is a clear commitment to continuous improvement that leads to steady and improved outcomes for children as shown through the future plans for the outside areas.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- make records easily assessable and available for inspection by Ofsted (Documentation) 11/03/2011

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

- develop further the system of observational assessment to more clearly provide an overview of children's progress and to more closely identify their next steps in development
- develop further the organisation of the learning environment to enable children to select and use activities and resources independently and to enable children further opportunities to freely explore, use their senses and be exuberant across all areas of learning when outside
- develop further the partnerships with other settings who also provide care to the children that attend to further promote children's achievement and well-being.

The effectiveness of leadership and management of the early years provision

The staff have a clear awareness of safeguarding issues and there are clear policies and procedures in place for staff to follow should they have a concern about a child. The staff working with children have been suitably vetted, however; the provider does not make the record of this available to Ofsted. This is a breach of a specific legal requirement. The provider carries out a thorough risk assessment of the premises and potential hazards to children are successfully minimised. For example, the entrance to the building is securely monitored. Comprehensive policies and procedures ensure the smooth and safe running of the nursery.

Parents and carers are kept well informed about all aspects of their own children's day and well-being and this ensures good continuity of care for children. Parents have their views canvassed and acted upon, for instance through the use of questionnaires. Parents report positively about most aspects of the provision. Information about the plans for the day and week are displayed for parents. Parents are encouraged to share children's achievements at home, for instance through the 'achievements umbrella'. Partnerships are beginning to be established with other settings who also provide care to the children that attend the nursery.

Equality and diversity is suitably promoted as levels of engagement with parents are well established and this results in a sound knowledge of each child's background and care needs. Outcomes for children are improving and adults are beginning to take effective steps to close identified achievement gaps for children such as shown through the clear processes for the identification of additional support for children.

Overall, the resources are at least satisfactory and some are good. The available resources are sound, fit for purpose and able to support children's all round development. They are used suitably well to achieve the planned goals in learning and development in general. The outside area is less well planned for in general. When children take their play outside they have fewer opportunities to select a wide range of resources independently and from across all areas of learning. The provider is taking some steps to ensure resources are fully sustainable.

Reflective practice regularly takes place as seen through the self-evaluation documentation. It provides an accurate diagnosis of the strengths and weaknesses of the setting; with one significant exception in regard to the availability of records. The nursery has recently implemented new documentation to assess and plan for children's next steps in development. This has yet to be fully imbedded into practice and staff have yet to evaluate its overall effectiveness. The nursery has plans to develop the outside area including a forest school approach with some staff already having undergone some training.

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

All children have suitable opportunities to enjoy and achieve because they are provided with a sound range of activities and play opportunities that match their general needs and abilities. The staff have a secure knowledge of child development and of the Early Years Foundation Stage. A new assessment and planning process is in place and the staff team have begun to consolidate its use although the outcomes for children at present are variable. Overall, children make satisfactory progress towards the early learning goals in most areas of learning.

Children are made to feel welcome and have a strong sense of belonging. They are secure, happy and relaxed and this is shown through their interactions with the staff and with each other. Babies new to the setting are settled by skilled staff. Children respond well to adults and are beginning to show a good awareness of responsibility within the setting. For example, children from an early age learn to help tidy away resources before moving on to other activities. All children are valued. They learn about diversity through celebrations such as Diwali. Children make satisfactory progress in their communicating, literacy and skills relating to information technology. Children share time on the computer. A child wishes to access his choice of programme and is skilfully supported by a member of staff to do this. He is provided with suitable challenge and is delighted when he is successful. Children sit with a member of staff to have a story read to them about a cat. They are asked to predict what might happen and are encouraged to express how the characters might be feeling. As a result, they grow in confidence in speaking in the group and learn to express their emotions. Children have suitable opportunities to make marks and to be creative. For example, younger children explore the different textures of shaving foam and dried spaghetti twists. They make marks with their fingers and explore the touch of the foam on their hands and faces. Overall, most children generally secure the skills they require in order to progress their learning and babies begin to learn the early skills to support future learning. Children are beginning to show an understanding about healthy lifestyles as they talk about what they eat. They have suitable opportunities to take their play outside and to be physically active on the range of play equipment.

Planning for the outside area is less comprehensive than for children's play indoors and this limits the scope of their learning and enjoyment. Babies and young children show by their smiles and responses to adults that they have their health,

physical and dietary needs closely met and that they feel secure. Children have a suitably safe environment in which to play. Staff closely supervise children when they use the climbing equipment outside and babies safely explore the water tray indoors. Young children are beginning to take responsibility for their own safety. For instance, they begin to respond to staff when in the classroom and choose to go to the door rather than out into the corridor.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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