

# Little Acorns Nursery (Blackburn) Limited

Inspection report for early years provision

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<b>Unique reference number</b>	301659
<b>Inspection date</b>	12/05/2011
<b>Inspector</b>	Wendy Fitton
<b>Setting address</b>	Lower Whitehalgh Barn, Stockclough Lane, Feniscowles, Blackburn, BB2 5JR
<b>Telephone number</b>	01254 207 261
<b>Email</b>	
<b>Type of setting</b>	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*.

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## **Description of the setting**

Little Acorns Nursery (Blackburn) Ltd registered in 2000. The nursery is privately owned as a limited company and operates from premises designed to cater for children from birth up to five years. The premises are situated in the Feniscowles area of Blackburn.

The nursery is registered for a maximum of 42 children on the Early Years Register. There are currently 42 children on roll in the early years age range. The nursery provides funded early education for three and four-year-olds.

The nursery is open five days a week from 7.30am to 6pm. All children share access to secure outdoor play areas. There are a team of 12 staff, including the nursery manager and a deputy manager. Of these, 10 nursery staff are qualified to National Vocational Qualification at Levels 2, 3 and 4. In addition, four staff have an Early Years Foundation Degree in Childcare and Education. A nursery cook and cleaner are employed.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children are cared for in a welcoming and child-centred environment which is generally inclusive and reflects children's differing needs. Children's individual needs are met through the planning of experiences and learning opportunities according to their interests. There are good partnerships established with both parents and carers, together with links to other providers and professionals to support children's development and learning. The system for self-evaluation is developing satisfactorily. Staff and management are motivated to seek further improvement. Outcomes for children are broadly satisfactory and improving.

## **What steps need to be taken to improve provision further?**

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

- develop further and enhance the environment and resources to fully challenge and interest children throughout the continuous provision
- maintain privacy and confidentiality in relation to the medication and accident records
- provide more opportunities for children under two to explore and investigate more natural materials to develop their creative and imaginative skills.

## **The effectiveness of leadership and management of the early years provision**

Children are protected and safeguarded through the policies and procedures that are in place. Staff understand these policies and know their role and duty in

keeping children safe from harm. They have undertaken recent training to update their knowledge of safeguarding procedures. Staff are suitably vetted and cleared to work with children. They are experienced and qualified in supporting the learning and welfare of young children. There are detailed risk assessments and health and safety procedures in place that ensure children's health and well-being are maintained. However, privacy and confidentiality is not always maintained in relation to the medication and accident records. Partnerships with other professionals are effective as staff link with support teams for children with disabilities, the local feeder school and early years development and support networks. This enables them to support children's overall needs and their development effectively. Children are grouped according to their ages and stages of development in separate areas with access to furniture, equipment and some resources that are safe and suitable to support their needs. However, some areas of the continuous provision do not fully interest and challenge the children to explore and investigate the resources. Planning and the use of resources for children under two years to provide opportunities to explore and investigate more natural materials to develop their creative and imaginative skills are limited.

The system for self-evaluation is developing satisfactorily. Staff and management are motivated to seek further improvement and are effective in focusing on priorities taking steps to respond to previous recommendations. For example, babies now develop their mobility through access to domestic style furniture, fresh drinking water is now accessible to the children throughout the day, the safeguarding policy has been reviewed and updated, fire evacuation procedures have been reviewed and the implementation of observations, assessments and records of progression of children are now fully in place and shared with parents. Overall, outcomes for children are broadly satisfactory and improving.

Relationships with parents are good and help children to feel secure. Parents are welcomed into the nursery and are warmly greeted. They are involved in home activity boxes with their children and keep up to date with their children's development through the learning journeys and daily diaries. Regular parent meetings are held with the children's key person. This enables parents to be involved with their children's progress and future learning needs. Newsletters, notice boards and the policies and procedures are provided for parents to keep them up to date with the organisation. Parents are asked to complete an evaluation questionnaire and comment positively about the nursery. They state that they are very happy with staff, the activities, the information they receive and that staff are friendly and helpful. Important information is shared with staff regarding children's medical needs, family lifestyles, cultural needs and their interests.

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

Staff have good knowledge of the learning and development requirements. They support children's learning through some planned activities and experiences with access to a satisfactory range of resources for children to play, explore and become active learners. The planning of the learning environment is linked to the

six areas of learning. However, some resources and areas within the environment do not always fully challenge and interest the children to learn and engage in activities. The children's key person is responsible for the learning journeys. Staff carry out planned and spontaneous observations according to children's interests and learning needs. Each child has a learning profile with 'all about me' information recorded with photographs and art work they have completed. Staff plan a continuous provision plan according to the information gained from the observations and the identified next steps of learning.

Children enjoy their learning and most make good progress towards the early learning goals in most areas of learning. Children use the computer and activity toys to find out how things work and operate. They push and turn knobs to activate the musical toys and pop up toys. They make different patterns on the computer screen using various fonts and colours. Children problem solve when using inset jigsaws, fitting different shapes into spaces. They learn about number and calculations when using the shopping till and the calculator during role play. Children feel secure and safe with their key person and respond to the routines and rhythms of the day. They have positive relationships with each other and the adults in their base room. They are encouraged to use manners and develop their social skills through sharing and taking turns at activities. Children are involved in activities to develop their independence as they give out cups and plates at snack times and lunch times. They show concern for living things when they see the animals at the farm. Children develop their knowledge of their outdoor environment and experience the different weathers and seasons. They play in the snow and rain and become aware of the need to use umbrellas, warm clothes and Wellington boots. Children plant seeds and go on a bug hunt and explore the mini beasts. They talk through their ideas when they are making models and constructing houses and buildings with blocks and junk boxes. Young children repeat simple words and point to objects they are familiar with. They access mark making tools and use sand, chalks, pencils and paints. Most children develop their creative and imaginative skills through role-play, dressing up and exploring their senses through natural materials, different textures and music and dancing. However, children under two years have limited opportunities on a daily basis to explore and investigate more natural materials and therefore do not fully develop their creative and imaginative skills.

Staff are committed to providing safe and suitable care for the children attending. They actively promote the children's knowledge and understanding of safety, healthy lifestyles and develop the children's skills for the future. Children are secure and develop a sense of belonging. They know what is expected of them and demonstrate a clear understanding of how to stay safe independently of adult prompts. For example, they choose the equipment they wish to use and know how to use scissors carefully. They understand how to evacuate the premises and talk to safety officers from the police and fire service about safety outside the nursery. Children are beginning to show an understanding of healthy lifestyles. They follow appropriate hygiene routines with prompts from adults. Some children understand the importance of being healthy and active and overall, children's health, physical and dietary needs are adequately met. Children's behaviour is managed in a way that supports their understanding of what is right and wrong and in accordance with their individual ages and stages of development and understanding. Children

are happy and settled and generally display confidence and self-esteem. Staff remain calm and are consistent in their management of different behaviours. Children are distracted from any negative situations and are aware of the rules and boundaries. Overall, most children's behaviour is satisfactory.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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