

# Elloughton Private Nursery with Little Acorns Limited

Inspection report for early years provision

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<b>Unique reference number</b>	314622
<b>Inspection date</b>	31/05/2011
<b>Inspector</b>	Rosemary Beyer
<b>Setting address</b>	88 Main Street, Elloughton, Brough, East Riding of Yorkshire, HU15 1HU
<b>Telephone number</b>	01482 666055
<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*.

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**

Elloughton and Little Acorns is a day nursery and out of school club provision. It is privately owned and managed and was established in 1988. The setting registered at its current premises in 1998. The facility is open all year, except for Bank Holidays, from 7.30am to 6pm Monday to Friday. It is situated in the village of Elloughton, close to the A63, within the East Riding of Yorkshire. Children attend from local villages and surrounding rural areas.

The nursery is included on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Registration is for 51 children under the age of eight years, although older children may attend. Currently 99 children are on roll, 27 of whom attend the out of school club and eight of these are in the early years age group. Children are collected from schools in Elloughton, Brough, South Cave and Welton.

The setting is able to support children with special educational needs. Children are cared for in the main house and adjacent single-storey annexe. The younger children mainly use the ground floor of the property, with small groups of pre-school children occasionally using the room upstairs for specific focused activities during the day. The older children use the first floor playroom during school holidays as their designated area, but in term time may also use the downstairs playroom. There is an enclosed garden for children's outdoor play experiences.

There are 18 members of staff, including the managing director, the manager and two supply staff. Of these, one member has Early Years Professional Status while the others are well-qualified childcare workers, with two working towards achieving qualified status. The nursery is a member of the Day Nurseries Association.

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

Overall the quality of the provision is good.

Staff have an excellent knowledge of each child which enables them to promote all aspects of children's welfare and learning successfully. Children are safe and secure at all times and enjoy learning about their local area and the world around them. Effective planning and assessment ensure they have sufficient challenge to maintain their interest, although some resources were not readily available during the inspection. Partnerships with parents are excellent, which ensures they are kept informed of any issues relating to their child's care or learning, with other carers and agencies included where needed. The nursery uses the self-evaluation process to highlight key strengths and areas for development, which ensures the provision meets the needs of all of the children and enables them to improve their practice.

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

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

- ensure mark making resources are readily available for the children to access
- ensure it is clear which staff are key persons to the children.

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

The highly qualified staff group is well established and works closely to ensure children's needs are met. There is a strong ethos of training within the nursery, and information about past and future courses is readily available. The nursery has comprehensive policies and procedures in place which ensure the safe and efficient management of the nursery and out of school club. These are regularly reviewed to ensure they are in line with legal requirements and meet the needs of the setting. The nursery is well organised, with a flexible daily routine in place to give children security while enjoying a wide range of learning opportunities throughout the day, both on the premises or in the community, such as visits to the library. The key persons monitor children's development effectively to ensure they make good progress, with any concerns quickly highlighted and addressed. However, it is not very clear which staff are linked to the children. They have good relationships with speech therapists and special needs workers from the local authority. The staff have a good understanding of safeguarding, ensuring the children are well supervised. Comprehensive risk assessments are carried out, along with daily checking of the premises and equipment to ensure they are safe and suitable for use. All staff have current police clearances and they have all completed recent child protection courses, so their knowledge is up-to-date and they are aware of the referral procedures.

Parents are very much partners with the staff and they express great satisfaction with the information and support they receive from the nursery. They have an initial brochure and visit, then an interview to discuss the child. Information about the child from parents and initial observations ensure the staff are aware of the child's starting points, special likes and dislikes or interests.

All staff are included in the self-evaluation procedure, and any suggestions are discussed at staff meetings and used to plan for the continuing improvement of the provision. The new garden area for vegetables and fruit has improved children's understanding of healthy eating and the natural world. Parents and children are also able to make suggestions, with the new football area provided as a result of their discussions at the out of school council.

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

Children throughout the nursery are very settled and engaged in their play. They develop good relationships with their key persons, who ensure their individual needs are met, supporting their emotional and learning needs effectively. The positive ethos of the nursery ensures children receive praise and encouragement from staff to develop their social skills and good behaviour. The children are

confident and comfortable when visitors arrive, with the pre-school children happily discussing the nursery and the babies and toddlers showing curiosity about any newcomers. The toddlers and babies both included the inspector in rolling cars along the floor and looking at books, making it quite clear what they wanted. They were also very friendly towards a new child who was on a short visit. The pre-school children are very polite with each other and the staff, happily taking turns and respecting number restrictions at certain activities. Celebration of festivals helps the children feel comfortable with different cultures and customs, and through visits from different organisations they have learned about people with physical disabilities who use dogs to help them. Staff encourage children's independence by enabling them to serve themselves at snack time, pouring their drinks and helping themselves to food.

Staff spend their time involved with the children, which helps them develop good communication skills. They enjoy stories, whether sitting inside to listen or doing actions to them in the garden. They also share their thoughts, likes and dislikes with the staff and each other. Some children have benefited from French language lessons which has extended their language skills and respect of different cultures. The children learn to keep themselves safe at the nursery and practise the emergency evacuation process regularly, use equipment carefully and learn about road safety. Visits from police and fire officers highlight how they can take care of themselves. Their physical well-being is also fostered through visits from the dentist, and the staff teaching them about good hygiene practice. They wash their hands before snack time and after personal care without the need for reminders. The children have a healthy diet with plenty of fruit and vegetables included. Menus displayed for parents to see and any special diets are respected.

Children are making good progress taking their starting points, abilities and ages into consideration. Comprehensive records are maintained with observations and photographs to highlight their achievements. Staff have used suggestions to develop the vegetable and fruit garden to promote their understanding of a healthy diet and the natural world, including insects and bugs.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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