

# Acorns Nursery

Inspection report for early years provision

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**Unique reference number** 160622  
**Inspection date** 15/06/2011  
**Inspector** Alison Kaplonek

**Setting address** Meadhurst Club, Chertsey Road, Sunbury-on-Thames,  
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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 is managed by Bright Horizons Family Solutions and opened in 2001. It operates from two rooms within a purpose built nursery in the Sunbury-on-Thames area of Surrey. Toilet facilities are available on the ground floor and there is a fully enclosed area for outside play.

The provider is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting is a work place nursery and serves families from a wide area.

The setting is registered to provide care for 46 children from birth to eight years. The setting supports children with learning difficulties and/or disabilities and those who are learning English as an additional language. There are currently 64 children on roll. All of these children are in the early years age group.

The setting opens from 8am to 6pm for five days per week all year round.

There are 14 members of staff including the manager who work with the children. Of these 12 have a recognised Early Years qualification. Two members of staff are attending an Early Years training programme. The manager currently holds an NNEB qualification and is starting a Foundation degree soon. The setting receives support from the local authority.

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

Overall the quality of the provision is outstanding.

Overall, children enjoy excellent experiences within an effectively managed and well organised environment. The nursery staff welcome and support every child who attends and children demonstrate high levels of confidence and an enthusiasm to learn. Successful use of inclusive practice ensures the needs of all children are extremely well met. Efficient communication between management and staff and accurate self-evaluation ensures continual improvements are made in every aspect of children's care and learning.

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

To further improve the high quality early years provision the registered person should consider:

- implement a more robust system to show the progress each child is making across all areas of learning and development to further enhance children's learning potential.

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

An extensive range of clear policies and successfully implemented procedures ensures children's needs are exceptionally well met and that they are fully protected and safeguarded. All staff have a significant awareness of safeguarding issues and are clear about how they would deal with any concerns they may have regarding the children in their care. Effective systems are in place to ensure that all staff are suitably qualified and vetted. The implementation of a thorough induction process for new staff ensures that they quickly learn the procedures needed to keep children safe. Management and staff work very closely together to ensure that the setting is organised efficiently and that records are completed quickly and accurately. This results in a well organised and professional approach to the running of the nursery day. Staff are very clear about their roles and responsibilities, for example, which member of staff will supervise the outside area, give out the meals or support children while they complete the adult led activities. Staff are all trained in equality and diversity and use a wide range of resources with the children to promote their understanding of differences and valuing others. Consequently children are very well supported, feel secure and develop high levels of self-esteem.

Children are encouraged to be independent learners and all resources are labelled and easily accessible. They learn about sustainability as they talk about recycling clothes for charity. Children take part in a comprehensive range of enjoyable and stimulating learning experiences and make excellent progress. Staff know the children very well and make regular observations and assessments of children's learning. Management have identified, through their effective use of self-evaluation, that to further enhance children's learning potential they need to implement a more robust system to show the progress each child is making across all areas of learning and development. They are examining ways to capture this information and intend to implement a new system very soon.

Parents are provided with a considerable range of information about the nursery, their child's progress, and other support networks within the area. They are welcomed in to the nursery at any time and state that they are pleased with the care and learning provided for their children. The nursery welcomes all children and is able to provide exceptional support for children with special educational needs and/or disabilities and those who are learning English as an additional language. Effective multi-agency working, the sharing of information with parents and the uptake of training opportunities ensures outstanding outcomes for all children.

There are no children attending the nursery who go to other settings.

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

Babies and toddlers play and learn in a busy and productive atmosphere. They are very well supported as their individual routines for sleeping and feeding are successfully met and comprehensive information about their day is passed to their parents or carers. They form close bonds with staff and are developing a sense of belonging. All children have easy access to the good quality play resources and benefit from frequent opportunities to use the outside environments. Older children enjoy taking part in gardening activities, digging the soil and growing plants. They relish their outdoor play in the varied environments of the playground and field area where they continue to develop their already very good physical skills. Children enjoy the sports sessions with the external teacher when they learn and practise new skills. Children play enthusiastically and purposefully, confidently making choices as they move between activities or make up their own games with their friends. They are beginning to learn to interact well with both staff and their peers and some are developing strong friendships.

All staff complete effective observations and assessments of every child's achievements and these are well organised in individual learning folders. These assessments are used to plan clear individual learning targets for each child and are linked to the Early Years Foundation Stage curriculum although the system used at present does not enable staff to systematically track the progress each child is making across all areas of learning and development. However, staff know the children extremely well and consistently organise the environment to ensure that it is interesting and welcoming for all children and that they can initiate their own learning and development. The substantial continuous curriculum available every day and the weekly planning of extra activities ensures a comprehensive range of both child-led and adult-led learning takes place. This ensures that all children are making extremely good progress and are well equipped with the skills that will help them in the future.

Children talk with staff and their friends about their families and are learning to share, take turns and to play together. They talk about different countries and customs and learn to value everyone. They are well behaved and many help staff to tidy the toys away or sweep the floor. All children, including the babies, enjoy using a range of mark making materials such as chinks, crayons or paint brushes and some children understand that marks have meanings as they confidently write their names. Children are learning to count as they build with the blocks or check how many children are in the line to come back in to the setting from the field. Many know the names of shapes and talk about size or quantity as they play in the sand or complete puzzles.

Children have excellent opportunities to learn about keeping themselves healthy, for example, as they follow clear hygiene routines when visiting the toilets. They talk about protecting themselves from germs as they pass around the glitter ball and see how the glitter sticks to their hands just like germs would. Babies and toddlers are frequently offered their drinks containers and older children confidently help themselves to the drinking water in the dispenser. Healthy eating

is actively promoted and all children enjoy nutritious cooked meals and healthy snacks. Children show that they know how to keep themselves safe as they talk about using equipment such as scissors and knives safely. They are reminded not to run indoors and to tidy away the toys so that others do not trip over them. All children and staff frequently practise the evacuation procedure to ensure that they can leave the building quickly and safely.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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