

Little Acorns Day Nursery

Inspection report for early years provision

Unique reference number EY362250
Inspection date 24/11/2011
Inspector Laura Hoyland

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Type of setting Childcare - Non-Domestic

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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

Little Acorns Day Nursery was registered in 2007. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The setting is situated in a residential area in Mirfield, West Yorkshire and children attend from a wide catchment area.

The setting opens five days a week from 7.30am to 6pm all year except Bank Holidays. The provision is registered for 62 children and there are currently 86 children on roll. Children are able to attend for a variety of sessions and full days. The setting supports children with special educational needs and/or disabilities and English as an additional language.

It is one of 11 nurseries and a number of creche provisions managed by Little Acorns Group Limited. The setting employs 15 members of staff. Of these, 14 hold appropriate early years qualifications to level 3, and two of whom hold degrees in early years. The nursery is a member of the National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff know the children well and ensure that they are warmly welcomed into the setting. Staff create a stimulating environment to ensure that children's welfare, learning and development needs are well met which enables children to progress well in all six areas of learning. Realistic targets are set by the staff who are aware of their strengths and weaknesses to ensure that they drive continuous improvement. Staff strive to embed effective systems to ensure all children's progress is tracked and their individual needs met. The setting provides a safe and secure environment for all children and staff understand the importance of having robust risk assessments in place. The setting has formed strong links with parents and carers and are aware of the importance of developing links with other providers.

What steps need to be taken to improve provision further?

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

- ensure risk assessments are kept clearly stating when they were carried out, by whom and date of review (Documentation). 08/12/2011

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

- ensure children's individual needs are met with regard to mealtimes

- increase opportunities to share relevant information about children's progress within the Early Years Foundation Stage with other providers promote effective continuity and progression for children.

The effectiveness of leadership and management of the early years provision

Safeguarding is a high priority for staff and many staff have attended safeguarding training. All staff have enhanced background checks and are suitable to work with children. This means that children are safe and secure while in the setting. The setting has detailed risk assessments ensuring that all areas in the setting and outside are safe for the children to access. This means that children move around the setting safely and freely. However, some risk assessments are not updated annually and although this does not impact on children's welfare it is a breach of regulations.

All staff have shared responsibility for planning and are very knowledgeable about the Early Years Foundation Stage. Staff plan for children's learning and development individually and track their progress using profiles, which has recently been introduced, therefore all children progress well towards the early learning goals. The environment is well organised in every room and outdoors is and accessible to all children. The staff use resources accessed in the local community to promote children's development. For example, children visit the local church to look at the colours and patterns on the stained glass windows to develop their knowledge and understanding of the world and mathematical skills.

Staff accurately identify the setting's strengths and most areas of weaknesses. They are able to prioritise aspects of the provision to ensure that there is continuous improvement. For example, staff have a quality improvement plan and are continually improving aspects of the outdoor provision. The setting has addressed previous recommendations promptly and effectively to ensure that all children make good progress. This is because staff are aware of their individual learning and development needs.

Partnerships with parents are very positive. Staff share information regarding children's welfare, learning and development on a daily basis and involve parents in 'stay and play' sessions. Parents contribute to children's development records and 'weekend books' are in place for all children to enable information on children's experiences outside the setting to be shared. Staff are aware of the importance of sharing information with other providers and are trying to strengthen their communication links.

Staff ensure activities and learning opportunities are adapted to meet the needs of all children. For example, staff move furniture to ensure the environment is suitable for all children to dance and exercise. Staff have a good knowledge of each child's background and needs and discuss these with parents which means children's welfare requirements are well met.

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

All children are settled in the setting and have developed good relationships with their key person. Children independently self-select resources and also ask to take part in activities. For example, children ask for music to dance to while others ask staff to read them their favourite stories. This shows that children are developing their confidence and self-esteem. Children are developing an awareness of how to keep safe. For example, children excitedly role play being builders on a building site. They dress up in high visibility jackets and wear hard hats 'in case rocks fall on our heads'. Staff understand children's individual needs and respond to these appropriately. This ensures children feel safe and secure.

Good hygiene procedures are established in the setting as children wash their hands before meals, snacks, and after toileting. Children discuss washing their hands to ensure they are clean. Children are provided with nutritionally-balanced meals as the setting liaises with the local authority to approve their menus. Children learn about healthy lifestyles as they grow their own fruit and vegetables including carrots, potatoes and tomatoes and take responsibility for watering them. Children independently self-serve their meals and try a wide range of different foods. However, mealtimes do not meet children's individual needs as many children become restless as they sit for long periods of time. Children exercise regularly using large apparatus to develop their large muscles and learn to take calculated risks. For example, children climb steps and use the slide in the outdoor area. This allows children to engage in daily physical activities and develop skills in using their bodies.

Observations on all children are carried out regularly and this enables staff to plan exciting and challenging activities for all children. Activities and learning opportunities are based on children's interests, age and stage of development and new experiences. For example, children engage in role play and make sandwiches for their peers. Some children take telephone orders from their parents before creating wonderful delicacies. Children concentrate on filling containers with water using cups and large syringes before emptying them and starting again. This enables children to develop their mathematical knowledge. Each key person plans their children's next steps, ensuring that children develop new skills and are motivated to learn. This means children progress well in all six areas of learning.

All children behave very well in the setting and this is because they all have a strong sense of belonging. Staff regularly praise the children and give clear explanations of boundaries to enable children to understand rules. Children work co-operatively with peers which shows that they are developing respect for others. Children learn about other cultures and beliefs as staff provide a variety of resources and learning opportunities. For example, children design Mendhi hand patterns for Diwali which are displayed for children to enjoy.

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	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	2

The quality of the provision in the Early Years Foundation Stage

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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	2
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

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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