

# Little Acorns Community Daycare Ltd

Inspection report for early years provision

---

**Unique reference number**

EY306585

**Inspection date**

13/03/2012

**Inspector**

Jennifer Kennaugh

**Setting address**

The Chai Centre, Hurtley Street, Burnley, Lancashire, BB10 1BY

**Telephone number**

01282 657396

**Email**

**Type of setting**

Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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**

Little Acorns Nursery has been a registered charity since 2005 and operates from within the Chai Centre, which is a Sure Start centre close to Burnley, Lancashire. The nursery is accessible to all children and there are two fully enclosed outdoor play areas.

They are open Monday to Friday all year round, except for bank holidays, from 7.30am to 6pm. Children are able to attend for a variety of sessions. A maximum of 37 children may attend the nursery at any one time and there are currently 65 children on roll who are within the Early Years Foundation Stage who attend for a variety of sessions. They are registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery provides funded early education for children aged two to four years and there are currently 26 children attending who receive this. The nursery supports children with special educational needs and/or disabilities. The majority of children attending speak English as an additional language.

The nursery employs eight permanent staff and all of these are qualified to at least level 3 in childcare, with one member of staff being a graduate practitioner. The nursery receives support from the local authority.

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

Overall the quality of the provision is good.

The provision promotes children's learning and welfare well. Key strengths include forming partnerships with other agencies and parents to promote children's welfare and continuity of learning. As a result, children are secure and happy in an inclusive and welcoming environment. The well-qualified staff have good knowledge of the Early Years Foundation Stage and children thrive due to effective practice, with some use of the external community to enhance this. Parents and carers are consulted and kept very well informed about children's care and education and helping them to engage with their children's learning is a high priority. The provision demonstrates a purposeful approach to monitoring and self-evaluation in most areas of practice, with a strong capacity to maintain continuous improvement.

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

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

- develop further a culture of reflective practice and self-evaluation in order to identify the setting's strengths and priorities for development that will improve the quality of provision for all children

- extend further the opportunities for children's learning through the local community.

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

Safeguarding in the nursery is effective because staff have had thorough training of how to implement procedures if they have concerns about a child's welfare. Robust policies and procedures, which are regularly reviewed, contribute to protecting children well. All staff and frequent visitors are suitably vetted to protect children's welfare in the nursery. Induction is provided for new staff, students and volunteers so that they are aware of procedures to keep children safe in the setting. There are exceptionally good partnerships with other agencies and professionals and the setting's contribution to multi-agency working is highly effective in protecting children's welfare. All statutory documentation is completed and regularly reviewed to ensure the safe and effective management of the nursery.

Staff are well qualified and knowledgeable about the Early Years Foundation Stage so children develop and thrive. Resources are easily accessible to children to enhance independence skills. Staff roles are clearly defined so that staff know what they should be doing in order to promote welfare and learning. This information is clearly displayed for parents to see, so that they are aware of staff roles, too. Children's individual needs are comprehensively met due to effective and imaginative solutions, such as use of an interactive, multilingual auditory and visual timetable. Thorough policies and procedures promote equality and diversity. Information to support children is regularly sought from parents through a variety of methods and multilingual staff are key in this area.

Parents praise the staff warmly for their caring and flexible response to children's needs. They are exceptionally well informed and consulted about their children's progress and care through a variety of means, and are frequently encouraged to engage with their children's learning. The nursery makes outstanding efforts to ensure that parents who have English as an additional language are aware of issues such as how to apply for primary school places or access help from other professionals like health visitors.

The manager and staff are fully committed to continuous improvement and morale is high, although some aspects of practice are more thoroughly evaluated than others. The nursery has met all previous recommendations and has successfully completed the local authority quality scheme, along with two quality schemes for healthy eating and dental hygiene for children.

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

Children and babies show a strong sense of security by confidently interacting with staff and exploring their environment fully. They handle simple implements like play dough tools safely, showing good physical development. The nursery has recently begun to place a strong emphasis on making children more aware of road safety in response to local traffic issues and community police officers have visited to talk to children about this. The nursery is beginning to make use of visitors and outings to extend children's learning about their community and the wider world but this is not fully developed. There are many practical measures to keep children safe such as the use of cameras to view play areas from the office and key pad entry on internal doors.

The nursery participates in a local healthy eating scheme and meals are prepared by the SureStart centre kitchen, with all children's dietary and cultural needs being met. Children make a positive contribution by collecting their own plate and beaker and clearing away their own plate at snack times. Staff promote hand washing at appropriate times for children to learn good personal hygiene, and nappy changing practice is of a high standard. Children recently showed an interest in healthy eating and staff have responded to this by planning role-play activities, a visit to the centre caf to buy fruit and use of a relevant simple game on the interactive whiteboard.

Children and babies can freely access the outdoor play areas for the majority of the day. The pleasant, green outdoor areas are well equipped to cover all six areas of learning as there are resources for numeracy, mark making and role play as well as ones to promote physical skills. Children especially become engrossed in staff-led role play based on their own ideas, such as 'exploring in the jungle'. Staff use spontaneous opportunities like these well to promote learning across many areas of the Early Years Foundation Stage.

Planning for the outdoor and indoor continuous provision is clearly displayed to support staff and volunteers to extend children's learning. Children's individual needs are comprehensively met because staff make frequent observations about children's interests and achievements to record their progress. These are used to inform planning of inclusive activities for children, which are evaluated by staff after completion.

Children enjoy circle times each day and staff make good use of activities such as 'what's in the bag' to extend children's vocabulary and descriptive language skills. Text in English and home languages is displayed at child level as a result of staff receiving training in extending children's communication and early literacy skills. The nursery is well equipped with laptop computers and an interactive whiteboard, and children co-operate well around the equipment, as they develop social skills and the basis for using information communication technology. Babies are well supported in their exploration of cause and effect and sensory toys, to encourage them to be active learners.

Clear boundaries for behaviour provide a calm atmosphere and staff encourage children to reflect on inappropriate behaviour, such as when they do not share toys willingly. As a result, children learn how to manage their behaviour well and to respect others. Children learn about diversity through books, food and craft, to celebrate their own special days and different cultural festivals. Images of diversity are well displayed in playrooms to promote equality of different cultures and faiths.

## 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	1
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
--	---

### 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	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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
--	-----