

Little Acorns Day Nursery

Inspection report for early years provision

Unique reference number EY439221
Inspection date 09/05/2012
Inspector Jane O'Callaghan

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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 re-registered under the current ownership in 2011 and is a privately owned nursery. It operates from ground floor premises which are part of the children's centre on the site of Clifton Green Primary School in Clifton, which is a suburb of York. Children are cared for in three playrooms according to age. There is an enclosed area to the rear of the premises for outdoor play and the nursery also has use of the school's nursery playground and the field. The nursery is open Monday to Friday, from 7.30am to 6pm, all year round with the exception of all Bank Holidays. The nursery is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of 54 children at any one time, all of whom may be in the early years age group with no more than 18 under the age of two years. The setting currently has 85 children on roll, all of whom are on the Early years register except for four children who are on the compulsory register. The setting provides care for children with English as an additional language and also children with additional needs. The setting has 12 members of staff; all except two staff hold a relevant early years qualification. Two members of staff hold a degree in childcare and other members are working towards other childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in an extremely safe and caring environment where they make good progress in their learning through play. Children take part in a good range of activities which are planned according to individual interests to promote awareness of diversity and inclusion and to ensure regular opportunities for outdoor play. Strong leadership and management helps build an effective staff team. The management team are the driving force behind the ongoing self-evaluation and they show a strong commitment to continuous improvement. Partnership with parents is effective in most areas and good links are established with other agencies. Effective risk assessments are in place to reduce hazards and maintain children's well-being within the setting and outdoor play area.

What steps need to be taken to improve provision further?

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

- encourage parents to contribute more to their children's profiles in order to monitor their development and progress.

The effectiveness of leadership and management of the early years provision

All staff understand their responsibility to safeguard children from harm. The nursery has a clear, detailed safeguarding policy and the manager is the

designated person for this area. Staff feel very confident to approach her should they have any concerns about children's safety arise. All staff have recently attended safeguarding level one course and some are booked to attend further safeguarding training to strengthen their knowledge and understanding in this area. All staff learn about the internal procedure routinely as part of their induction and act accordingly to keep children safe. The security of the premises is good and procedures for arrival and departure ensure children are handed over safely to a known adult. Risk assessments are carried out in each playroom daily by the staff and any safety issues are passed to the manager who acts efficiently to address these. Full assessments of the setting are also carried out at regular intervals throughout the year, ensuring all areas, equipment and resources are safe. Risk assessments are also completed for all outings that children are taken on.

Opportunities for training ensure staff develop new skills as well as keeping up-to-date with changes. Staff receive an informative induction and all suitability checks are carried out, according to requirements. All paperwork is in place and is well maintained. Policies and procedures outline the service provided. Effective staff deployment means that all children are well supervised and supported. There is a good range of toys and resources available throughout the nursery. These are suitably organised, clearly labelled and allow all children to make spontaneous choices and extend their own play and learning. This includes a variety of resources that reflect images of diversity, so that children begin to develop a positive self-image and awareness of the wider world and local community.

Staff promote positive and supportive relationships with parents and carers. Information is shared around the playrooms about the Early Years Foundation Stage and there are daily opportunities for sharing information verbally in order to meet children's individual needs. Such discussions are supported by daily diaries that record food intake, nappy changes, sleep patterns and achievements for the younger children. Parents attend regular open evenings, receive newsletters and have access to a very welcoming entrance way which is full of useful leaflets. Parents are made aware of their children's profiles; however, they do not always actively contribute in them to ensure key persons are aware of children's learning and progress in their home environment. Staff are developing effective systems for sharing information with other settings that children attend to support their welfare and development. Systems to self-evaluate the provision are developing well and contributions from staff and parents taken on board. The manager is enthusiastic and committed to continuous improvement within the setting.

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

Across all age groups babies and children are happy and enjoy accessing the child-centred environment; there is good emphasis on child-led activities with colourful age-appropriate toys, resources and play areas attractively laid out for them. Observations and assessments are developing well and are enhanced with photographic evidence and children's own art work all displayed in their profiles. All observations are linked to all areas of learning, showing children's developmental progress and also starting points are also identified when they start at the setting.

Planning activities are completed by all staff and takes on board children's individual interests which are based around each child.

Children are able to make good choices in their play, promoting all areas of learning, and explore and learn independently according to their individual needs. Staff are on hand to support and encourage learning during play; they interact well with children building on what they know and can do. Overall, children are well motivated and demonstrate that they are making good progress towards the early learning goals. For example, babies vocalise happily, exploring their enabling environment as they look at books, play with the beads on the frames or develop their feel and touch as they enjoy different materials and objects from the treasure boxes.

Children of all ages enjoy developing their creativity and are provided with good daily opportunities through free painting, planned painting activities, playdough, singing and action rhymes. More able children love playing in the red gloop and show everyone their red hands and describe how it looks like 'strawberry juice I have on my ice cream'. Other children independently put on their aprons and proceed to make models from the used boxes and cardboard tubes. They stick on pasta and rice then proudly show their friends the telescope they have made and explain if you look through it you can see their house. Communication, language and literacy are fostered well throughout the nursery. Each age group has free access to a good range of books in a quiet comfortable area which encourages children to look at and enjoy them. They regularly enjoy books alone or with staff who sit and read to them in small and large groups. Staff show the children the book about 'Our bodies' talking about our skin toes and nails and children point out the different parts of their hands. Staff encourage the babies to build with the large construction bricks and as they make the tower give lots of positive praise as they fit them together. More able children make a shape with the construction wheels and show how they can turn them round and as they do so they count the different colours of green ones and recognise that one set has two more green ones than the other. This shows good early calculation skills.

All children are provided with daily access to their own outdoor play areas. All areas have a very good choice of resources children learn to balance on the tree trunks as they jump on and off them and balance along the bridge in the secret garden they share with the school. Children busily make dens and also grow flowers and plant trees in the outside areas. Physical activity is part of the setting's policy to promote a healthy lifestyle with children. They are provided with healthy snacks and meals, all home cooked on the premises and learn routines of hygiene through hand washing and looking at posters around the setting to promote this effectively. All children can access drinks of water throughout the day. Babies have their own cups and more able children help themselves to clean cups and water from a jug which is to hand. Keeping children safe within the setting and teaching them about safety is paramount. Children receive regular visits from all of the emergency services. Other opportunities and discussions help them to learn well about safety, for example, when they cross the road, to walk in the setting and through regularly practising fire drills.

Children's behaviour is good and staff act as positive role models offering consistent praise and support, which raises their self-esteem. More able children

use good manners as they speak to each other and the staff. Younger children are appropriately nurtured and praised for their achievements which promote their sense of well-being.

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

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

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	1
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