

# Little Acorns

Gillingstool Primary School, Gillingstool, Thornbury, BRISTOL, BS35 2EG

<b>Inspection date</b>	01/10/2012
Previous inspection date	27/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The key person system is very effective in helping children make secure attachments, which means children are happy and relaxed in the nursery environment.
- Parents feel very welcome at the nursery. Through sharing of information on a daily basis with their child's key person they are able to be fully involved in their child's learning.
- Staff support children's language development extremely well, especially those children that are learning to speak English as an additional language. Children confidently use English, Makaton language programme and their home language in their play and to communicate.
- Children are happy and well motivated to learn because the educational programme is exciting and based on their individual interests. This helps to ensure all children make good progress in relation to their starting points.
- The management team effectively monitor staff performance, which results in targeted plans to ensure continuous improvements to the nursery.

### It is not yet outstanding because

- Staff do not always help children fully develop strategies to manage their feelings and behaviour effectively.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities within the setting and outdoors.
- The inspector talked to a number of staff, including staff from each room and held discussions with the manager and teacher.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at documentation, which included staff qualifications, staff suitability checks and children's assessment records and planning documentation.

## Inspector

Michelle Tuck

## Full Report

### Information about the setting

Little Acorns Nursery registered in 2010 and is one of five nurseries in Bristol and South Gloucestershire owned by a group of private individuals. It operates from a self-contained nursery school building. Three rooms are available for the children on two floors. Access to the upper floor is by stairs only. Children have access to an enclosed outside play area.

The nursery is open from 7.30am to 6pm, Monday to Friday, for 51 weeks of the year. The

nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register. There are currently 115 children aged from birth to under five years on roll. The nursery is in receipt of funding to provide free early education for children aged two, three and four years old. The nursery supports children who speak English as an additional language and children with learning difficulties and /or disabilities.

There are 15 members of staff, including the manager. Of these, 10 are qualified to the equivalent of an National Vocational Qualification level 3 or above and one holds Early Years Professional Status.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- teach children to be aware that some actions and words can hurt others' feelings by consistently implementing effective behaviour management strategies.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff carefully plan and provide children with a very good range of stimulating and interesting activities around their individual interests. Staff talk to parents about their child's development when they first start at the nursery to find out about their starting points. Using this information and ongoing observation and assessment, staff effectively plan for children's next steps in learning. Parents are encouraged in various ways to be involved in their children's learning. For example, through sharing their child's achievements at home by completing 'wow' sheets. By using these sheets and discussion with parents, staff successfully incorporate and extend any activities or achievement children make at home. Staff have a good understanding of the reformed Early Years Foundation Stage and focus well on the three prime areas, which results in children making good progress in their learning and development.

Children are activity encouraged to be independent and given lots of choice in their play. For example, children in the pre-school room are able to choose whether to play inside or outside. They decide when to have their snack and what theme they would like in the role-play area, whether it be a jungle, veterinary surgery or doctors. Babies show delight as they develop the confidence to move away from their key person and play peek-a-boo through a tunnel. Toddlers enjoy building a space rocket, tidy away afterwards and help one another to carry to box of bricks. Staff use a tracking system that helps them to establish children's progress from their starting points and to identify any areas of learning or development where they may have concerns. They base planning on the individual child's interests and this is very flexible to ensure that planned activities meet their needs

very well. For example, children had a fantastic time with water play outside. They use a wide range of different size containers in water play, staff talk to them about which one is the bigger or biggest and they thoroughly enjoy pouring, comparing and measuring. They use their imagination they made it into a role play of fire fighters putting out a fire. Staff made it possible for children to develop this further through the provision of hose pipes to put out the pretend fires that were made by spreading pink powder paint on the floor. Children thoroughly enjoyed the learning experience and getting wet.

Staff promote children's speech and language extremely well through extending conversations with open ended questions and offering support and encouragement. Staff who work with younger children are quick to recognise children's early attempts at communicating, repeating sounds and words back to them to extend their vocabulary. Children that are learning to speak English as an additional language are very well supported. Through the use of visual time tables, the Makaton language programme and knowledge of the child's home language, all children are fully included in all aspects of the nursery. This helps them to settle well.

Staff emphasise encouraging children's personal, social and emotional development. In the pre-school room children are given the opportunity to talk about feelings and discuss what makes them happy or sad. They are taught effective strategies to help them begin to manage their own conflicts; however, some learning opportunities are missed because not all staff consistently apply the effective behaviour management strategies.

### **The contribution of the early years provision to the well-being of children**

Children are well settled and confident in the setting. They build strong relationships with their key person who gets to know their individual characters very well. Consequently, these secure emotional attachments help children to feel safe and they develop confidence and independence. Children learn to support their own safety with the guidance of the dedicated staff team. They are shown how to use tools properly, whether they be scissors or garden trowels. Staff talk to children about making choices, which encourages them to learn about negotiation and decide whether or not to carry out an action. Staff give them a lot of praise when they make 'good choices'. Children of all ages clearly enjoy the attention of staff and show by their behaviour and mannerisms that they feel safe.

Children are provided with healthy, nutritious meals and snacks, freshly prepared by a local company and brought into the nursery. Children are encouraged to try a little of new or different foods to broaden their eating experience and serve themselves with guidance from staff. Children receive clear messages about being healthy. They play outdoors daily and develop their physical skills when using the ride-on toys or the climbing ladder. Young babies and toddlers gain the necessary physical skills for early walking and balance. Resources and equipment are accessible to babies at low level, which encourages them to pull themselves into a standing position, helping them to develop their physical skills and progress to the next stage in their development.

The nursery offers a welcoming and stimulating environment where children's emotional

well-being is nurtured by caring staff and their all round development is supported well.

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

The management team and staff have a very clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Thorough policies and procedures effectively support the good practice that helps to promote children's on-going safety and well-being. Robust procedures are in place for induction, supervision and appraisal of staff, which includes observation of activities. This monitors staff practice and identifies any gaps in skills or knowledge to ensure the provision of targeted training.

Arrangements for safeguarding children are good. Staff are very knowledgeable about child protection procedures and most staff hold current paediatric first aid certificates. The nursery is effectively secure, so that children can move about freely and without concern. Staff use an effective process of risk assessment to ensure that potential hazards are minimised in all areas.

The effectiveness of the nursery's engagement with parents and carers is very good. Staff establish friendly working relationships with them to share information. Parents receive information both verbally and for younger children from notes written on a daily diary sheet by the child's key person. Parents views are sought through questionnaires and parents spoken to on the day of the inspection were very complimentary, particularly in relation to how welcoming and approachable all the members of staff are.

Staff establish effective partnerships with other professionals and early year's settings involved with the children, as well as with the local children's centre and the school. This contributes to children's needs being met.

The staff and the management team regularly assess what they offer the children and their families and accurately identify areas for improvement. For example, they understand the importance of offering free access to indoor and outdoor play so children can choose where to play; therefore, they have developed an outside classroom for the children in the pre-school room to give them this opportunity and to meet the needs more consistently of those children that learn better outside.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY414936
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	884468

<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	60
<b>Number of children on roll</b>	115
<b>Name of provider</b>	Little Acorns Ltd 05770486
<b>Date of previous inspection</b>	27/01/2011
<b>Telephone number</b>	01454418766

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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