

Little Acorns Day Nursery

The Elim Family Centre, Hartfield Road, EASTBOURNE, East Sussex, BN21 2ET

Inspection date	24/09/2012
Previous inspection date	07/09/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children settle quickly in the warm and welcoming environment. They form strong emotional attachments with adults.
- Children's independence skills develop well as they easily access suitably stimulating resources of their choice. There is also a very good range of high quality child-sized furniture for them to use.
- The leadership team is very supportive to staff and actively promotes their professional development.
- Children make good progress towards the early learning goals in relation to their starting points.

It is not yet outstanding because

- Staff are not yet fully considering ongoing ways in which parents can share in contributing to their child's learning records and planning, and extending children's learning at home.
- Some group activities and circle times that staff use to extend children's language skills are very long. As a result, some children lose interest and do not fully benefit from the opportunity to learn to share their own thoughts and ideas, and listen to others.

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.

Inspection activities

- The inspector observed staff and children in all the play areas and outdoors.
- The inspector completed a joint observation with the manager of the provision.
- The inspector held meetings with the manager and registered provider.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at and discussed children's assessment records and planning documentation with staff.

Inspector

Alison Weaver

Full Report

Information about the setting

Little Acorns Day Nursery opened in 2008. It operates from a purpose built unit in a building owned by the Elim Family Centre in Eastbourne. The nursery has access to two large playrooms, a smaller play room, toilet area, kitchen, office and staff room on the first floor of the building. There is a lift for access. The nursery opens five days a week all year round. Opening hours are from 7.30am to 6pm. All children share access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register. There are currently 104 children on

roll in the early years age range. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. Children come from a wide catchment area. The nursery currently supports children with special educational needs and/or disabilities and also supports a number of children learning English as an additional language. The nursery employs 12 staff. All of the staff, including the manager, hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- extend children's skills in listening and attention by improving the organisation and length of activities where children learn to listen to others sharing an experience or describing something they have seen or done
- increase ways in which parents can be involved in their children's development and learning in the setting and at home.

Inspection judgements

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

Staff plan and provide a good variety of activities that children enjoy. Children like to take part in planned activities as well as playing independently. Staff interact effectively with individual children as they play and help them make good progress in both the prime and specific areas of learning. Children develop well in the key skills they need to prepare them for school. They display high levels of independence as they help themselves to resources and confidently make decisions about their play. Children thoroughly enjoy exploring and investigating the wide range of sensory resources and natural objects. They show an interest in the world as they listen to the rain falling. Children enjoy playing outside in the rain in their wet weather suits. They show good physical coordination and control as they play with larger equipment and use small tools. Children make good progress in their communication and language skills. They talk confidently with each other and with adults as they play and enjoy snacks together. Toddlers repeat words as they look at books with adults. However, the organisation and delivery of a few group activities is slightly less effective in promoting some children's skills in communication and language. Children learn to confidently use different technology such as computers and wind up torches.

There is a strong focus in the nursery on planning for each unique child. Good use is made of observational assessment to identify next steps in individual children's learning. Staff use this information well to plan suitably challenging activities for the children. As a result, every child is helped to achieve. Children with special educational needs and/or disabilities

and those learning English as an additional language receive good support and care from staff. Staff work closely with parents and outside agencies to make sure that these children continue to make good progress in relation to their abilities and needs.

Parents are kept well informed about their child's day through verbal feedback and an informative care diary. Parents at the inspection spoke about how happy they were with the communication from staff. New parents complete a form about children's interests. This enables staff to plan activities that help children settle in quickly. Once started, parents regularly update staff about their child's current interests. This enables staff to continue to plan activities that are based around their key children's interests. There are effective formal systems in place where staff and parents share information about children's individual progress in learning and development at regular meetings. However, staff have not fully developed ongoing ways in which parents can be involved in children's learning and assessment both at home and in the nursery. For example, a parent expressed the wish to know what signs their child is learning in the nursery so she can continue using them at home to develop her child's communication skills.

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

The nursery is well-resourced and provides a very safe and welcoming environment for children and parents. Staff keep the environment safe and secure for children by completing robust measures such as risk assessments and daily safety checks. Staff deployment is effective in the different rooms. This enables staff to give a good level of supervision and care to individual children. The key person system works effectively and staff gain a thorough knowledge of their key children. They work closely with parents to provide continuity of care. Children's individual welfare needs are met well by staff. Staff use the resources and environment effectively to support children's all-round development and well-being. There are good systems in place to support children's transitions within the nursery and when they go to school.

Children form good relationships and strong emotional bonds with adults and friends. Children behave well and play happily together. They learn to readily share and take turns with resources. Babies enjoy cuddling up with staff to look at books. They show they feel safe and secure around other adults as they play peep-bo with them. Babies and older children readily explore their surroundings. They learn to take risks. For example, toddlers try to climb on the mini trampoline by themselves. Staff support as needed but actively encourage children to become independent.

Children develop a good understanding of the need for a healthy diet. They make healthy choices from the snack bar and have easy access to drinks. They see to their own needs as they wash their hands and serve themselves to fruit and crackers. Children help prepare the snacks and lay the tables for their friends. They enjoy varied balanced and healthy freshly cooked meals. Children learn about the importance of physical exercise. They eagerly choose to play in the outdoor area where they use a variety of suitable equipment.

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

The leadership and management team show a good understanding of the safeguarding and welfare requirements. They are fully aware of their role and responsibilities with regard to reporting child protection concerns. Child protection training has recently been completed by all staff to improve their knowledge in this area. There are robust recruitment procedures in place to ensure staff are suitable to work with children.

Staff development is a high priority. Management encourages and promotes ongoing training for all staff. Staff appraisals and peer observations help to identify training and development needs. There are good systems in place for monitoring and evaluating the educational programmes and overall provision for children. Staff regularly meet to discuss the effectiveness of the planning and assessment systems in meeting children's individual needs. The staff and management team works closely with local authority development workers and external trainers to review and improve their practices. Staff have well-focused action plans to address areas they feel need to be developed. For example, they are currently working on improving the outdoor area so that it is a more stimulating learning environment for children. Staff also review how well resources are used by different groups of children. They take positive steps to encourage all children to access the different learning experiences provided. Good procedures are implemented when staff identify individual children who need additional support. Strong partnerships with parents and external agencies help support children's individual needs.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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

Unique reference number	EY373498
Local authority	East Sussex
Inspection number	815634
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	70
Number of children on roll	104
Name of provider	Elim Family Centre
Date of previous inspection	07/09/2009
Telephone number	01323 731843

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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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