

# Little Acorns Day Nursery

Oak House 49a Uxbridge Road, Ealing, LONDON, W5 5SA

<b>Inspection date</b>	07/11/2012
Previous inspection date	09/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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's safety and well-being is given high priority as staff are vigilant in monitoring visitors to the nursery. Good procedures are implemented by staff, which helps to identify and limit children's access to potential hazards.
- The nursery has effective systems to promote good partnership working with parents, carers and others.
- Children develop positive relationships with their peers. Staff offer good levels of support and manage children's behaviour in an appropriate manner.
- The management team effectively monitors the nursery, particularly in respect of the education programme. This benefits children, with all, making good progress in relation to their starting points at entry and capabilities.

### It is not yet outstanding because

- Opportunities to fully challenge and extend children's learning and language skills are at time missed.
- Not enough use is made of everyday objects to support children to explore and investigate a range of materials.

## 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 children's play and staff interaction, indoors and outside.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector talked with some staff and parents and held discussions with the manager and assistant managers.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.

## Inspector

Vicky Vasiliadis

## Full Report

### Information about the setting

Little Acorns Day Nursery is privately owned by Little Acorns Day Nursery (UK) Ltd. It registered in 2008 and operates from two units on the same site, in the London Borough of Ealing. One unit offers care to children under two years, whilst the other provides care to children over two years. All children have access to enclosed outdoor play areas.

The nursery is open each weekday from 7.45am to 6.15pm all year. The nursery offers care to 119 children aged from three months to five years. There are currently 148 children on roll in the early years age range. Children are able to attend for a variety of

sessions. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery is registered on the Early Years Register and provides free early education for children aged two, three and four years.

The nursery employs 31 staff who work directly with the children. Of these, 24 hold appropriate early years qualifications. Several staff are working towards 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:**

- strengthen further children's communication and language skills by a) prompting children's thinking and discussion through involvement in their play and b) introducing new words in the context of play and activities
- strengthen children's mathematical skills by providing a wide range of objects of various textures and weights in treasure baskets to excite and encourage young children's interests.

### **Inspection judgements**

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

Children make good progress in their learning and development, in relation to their starting points. The nursery has effective systems to observe and monitor children's progress. Parents are able to access children's developmental records and staff regularly talk to parents about children's achievements and progress. As a result, parents are involved in children's learning and development. The children are able to access a good balance of child-led and adult-initiated play, both indoors and outdoors. For example, children enjoy bouncing on the mini trampoline, as staff count the number of jumps they make. Children begin to develop an understanding of the different cultural backgrounds of their peers and people in the wider world. For example, the nursery acknowledges a selection of festivals and special events. Staff work well with parents to help ensure that children learning English as an additional language are well supported. Parents are encouraged to share information about their home languages and key words with staff. Consequently, children feel included and valued as some staff are able to speak to them in their home languages. Staff also work closely with outside agencies that support children with additional needs and implement education plans into the nursery. This means all

children make good progress in relation to their starting points.

Children's competency in communicating, speaking and listening are developing appropriately. Babies thoroughly enjoy the opportunity to vocalise and express themselves as they babble in response to their names. Children are eager to participate in conversations and begin to negotiate and take turns when speaking. Staff extend older children's thought process and encourage them to make up their own stories. For example, children eagerly talk about their visits to the museum to see the dinosaurs. Staff then record children's thoughts as they begin to make up their own stories. However, some staff miss opportunities to fully challenge and extend children's learning and language skills. Children enjoy having stories read to them in groups or individually and are beginning to understand that print carries meaning. They take great pleasure in spending relaxed time looking at books and pointing out pictures to their friends. Children are encouraged to extend their learning as they explore and take delight in playing with the resources available. For example, babies explore the different textures of the rice using their hands and mouths. However, toddlers have fewer opportunities to explore and investigate a range of materials and everyday objects to encourage their interest further. The children develop an interest in technology as they investigate how to push, pull, lift or press parts of toys. Children develop their mathematical skills. They are encouraged to construct models using different sized bricks and to explore shape and size. Children make good use of the range of resources and learning opportunities, which support their all round development and help them prepare for the next stage in their learning.

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

There is an effective key person system in place. This helps to ensure that children feel secure in the nursery and enjoy trusting relationships with kind and caring staff. Babies feel safe and secure, as staff are responsive to their needs. For example, babies nestle into their carers as they have their bottles of milk. This helps children to feel secure, comfortable and safe. Babies develop confidence in exploring their surroundings and enjoy finding out what they can do, as the environment is safe. Children develop their physical skills well as the environment allows babies maximum space to move, stretch and explore in safety. All children are able to use the outdoor play space. Children thoroughly enjoy the opportunity to throw leaves into the air and try to catch them again. This brings about lots of laughter and squeals of delight from the children. Overall, children develop a good range of skills to prepare them for their future learning.

Staff work well with parents to find out children's dietary requirements and/or allergies. An on-site cook, who has completed food hygiene training, prepares meals freshly each day for children. The Nursery received a five gold stars hygiene Rating from Ealing Environmental Health & Trading Standards. The environment and equipment are fit for purpose and staff implement appropriate hygiene precautions, particularly when handling food. Children begin to learn about their own safety. For example, staff carry out regular fire drills with children, so that they learn what to do in an emergency. Fire exits are clearly identifiable and free of obstacles. The premises are safe and secure and staff are attentive to children's safety. Staff deployment is appropriate and children well supervised.

Staff deal with accidents appropriately and clear written records are in place. This helps to ensure that children's good health and safety is promoted.

Children have good opportunities to promote their independence skills as the nursery is organised to encourage and support this. For example, children take great pleasure in helping adults to collect the folding beds in preparation for sleep time. Children also enjoy serving themselves at mealtimes and being the 'special helper'. Staff set clear, reasonable and consistent limits. For example, staff remind children to share and take turns during their play. Children receive lots of praise and encouragement for their efforts and achievements, which promotes their self-esteem and confidence. Consequently, children begin to understand behaviour expectations and develop their social and emotional skills well.

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

The management team and staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a good understanding of the procedures to follow if children are being harmed. In addition, there are clear written policies and procedures to support practice. In addition, most of the staff team have completed safeguarding training. This helps to ensure that staff are fully aware of child protection issues and children's welfare is fully supported. Robust recruitment procedures help to ensure that adults caring for children are suitable to do so. Staff monitor visitors to the premises and there is a video entry system and CCTV system. As a result, staff effectively support children's well-being, safety and welfare.

There are successful processes overall to evaluate quality and identify improvement. The management team have a clear vision and know where their strengths lie and what improvements they need to make. They work closely with their local authority, and take on board suggestions to improve practice. In addition, they monitor the educational programmes. They recently amended their systems for observation, assessment and planning to reflect changes in the Early Years Foundation Stage. Newly appointed staff are subject to an induction period and work closely with their mentor. All staff have yearly appraisals, which identify strengths and weaknesses, and training needs. The manager recognises the importance of ongoing professional development. As a result, all staff are encouraged to attend regular training courses and to obtain professional qualifications. Consequently, staff continue to develop their skills and knowledge. Since the previous inspection, the management team and staff have addressed all recommendations. This has had a positive impact on children's health, learning and development.

There are good systems to promote partnership working with parents and carers. All parents have regular opportunities to meet with staff to discuss their children's achievements and progress. Each child has their own developmental records, which clearly shows how they are making progress towards the early learning goals. In addition, information is available to parents to support their understanding of the practices within the nursery. For example, photographs represent children at play in relation to the

different areas of learning. Staff attractively present children's artwork and written information about the reformed Early Years Foundation Stage is on display. There is also an informative website, which parents can access. Parents are unanimous in their positive feedback about the care and education their children receive. For example, some parents state that they continue to enrol siblings. The nursery has effective links with other professionals involved in the care of the children. For example, they work well with the local authority inclusion team to address any developmental concerns they may have. The nursery helps children with the transition to school. For example, they invite children's perspective teachers to the nursery. The manager also visits some of the local schools that children may attend, in order to develop links with teachers and head teachers. As a result, children receive good levels of support in their transition to school.

### 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

<b>Unique reference number</b>	EY378122
<b>Local authority</b>	Ealing
<b>Inspection number</b>	890920
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	119
<b>Number of children on roll</b>	148
<b>Name of provider</b>	Little Acorns Day Nursery (UK) Limited
<b>Date of previous inspection</b>	09/06/2009
<b>Telephone number</b>	0208 567 0800

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted’s website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

### 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.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
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

