

<b>Inspection date</b>	13/02/2013
Previous inspection date	12/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

### **The quality and standards of the early years provision**

#### **This provision is outstanding**

- Children are highly motivated and very keen to learn in this inclusive and welcoming setting. They show an excellent level of independence for their age, as a result of exemplary staff practice and a carefully organised learning environment.
- Staff have an excellent knowledge of how children learn, and provide a rich, varied and imaginative educational programme. Planning fully embraces all children's individual interests, with the thoughts and ideas of the eldest children highly valued.
- Excellent partnerships with parents, carers and other professionals are extremely effective at ensuring children make very rapid progress in their learning and development given their starting points.
- Management are highly skilled and effective at constantly monitoring and evaluating all aspects of the provision, to inform continuous improvement. As a result, the setting demonstrates exceptional practice that is worthy of dissemination to other settings.

## 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 children's activities in the Baby lounge, Little Hedgehogs room, Little Rabbits playroom, the Gruffalo room, dining room, Little Badgers sun room and the garden.
- The inspector held a meeting with management and spoke to managers at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took into account the views of parents and carers spoken to on the day.

## Inspector

Carly Mooney

## Full Report

### Information about the setting

Acorn Childcare, Spalding was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a large

Edwardian town house, close to the centre of Spalding, Lincolnshire. The setting serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The setting employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3. The principal holds a level 4 qualification in Early Years Development.

The setting opens Monday to Friday all year round, except for two weeks at Christmas. Sessions are from 7.45am until 5.45pm. Children attend for a variety of sessions. There are currently 65 children attending who are within the early years age group. The setting provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

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

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

- continue to monitor and embed new tracking systems in assessments of children's progress, to ensure consistency amongst staff.

### **Inspection judgements**

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

Staff have very high expectations of all children and endeavour to give them the best possible start in life. Thorough discussions with parents at the beginning of children's placements, means that staff are able to plan effectively for each child right from the start. Planning truly embraces children's thoughts and ideas, so that activities are fully centred around their interests. For example, children made bird feeders after commenting that the pulses and grains they were playing with looked like bird food. Staff observe children in their play and talk to parents regularly to find out what they enjoy at home. Acorn adventure books provide an excellent account of children's time in the setting and are regularly shared with parents, so they are aware of their progress. Children's next steps are shared on planning boards, to ensure that all staff have a very good overview of all children in the setting. New systems to track and record children's progress through the areas of learning have recently been introduced and management are currently monitoring these for their effectiveness.

Staff have an excellent understanding of how children learn and ensure children participate in activities that provide challenge and extend learning. For example, children

who realise that they cannot reach the top of the space ship they are decorating suggest standing on a bench and then a table when they still can't reach, supported by staff. They skilfully question children in activities and value their responses. For example, staff ask 'How many legs does an octopus have?' Children are praised when they answer the question with, 'eight legs, like a spider'.

The setting is extremely well resourced and organised to promote children's independence. Children from the age of two, move freely between indoor and outdoor play areas as they wish and select resources to support their play. Children in the Little Rabbits room help themselves to building blocks to build their towers, whilst babies explore treasure baskets and musical instruments. Staff build children's vocabulary by giving choices, modelling clear language and praising their use of new words, such as squashy, when describing the texture of meal worms. Children enjoy listening to stories read by enthusiastic staff, who encourage and welcome children's interaction. They enjoy choosing familiar songs to sing and actively join in with action songs, which makes them think about which is the left and right side of their body.

Children are extremely well prepared for their next stage in their development, such as school. For example, older children participate in structured physical exercise lessons and have named bags for their kit. They learn to sit and listen at circle times and develop independent skills, such as serving food at meal times. Children who speak English as an additional language are very well supported within the setting. A bi-lingual member of staff is used effectively to communicate with families during the settling-in process and at parent meetings. Children see and hear their home language in their play. For example, through dual language labelling and books. All children are welcomed at circle time by singing hello in a number of different languages to reflect the diverse cultures of the children that attend.

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

An effective key person system means that staff get to know children and their families extremely well. They develop a deep appreciation for children's backgrounds, strengths and interests, which enables them to support and promote children's well-being to a high standard. Young children's emotional development is continually promoted as they develop secure, trusting relationships with staff. For example, babies and toddlers are cuddled closely when they are tired, upset or need reassurance, which ensures their emotional needs are continually well met. Soft furnishings in the lounge provide a superb, 'home from home' environment which helps young children settle.

Highly effective handover systems are established within the setting, as children progress and move to new base rooms. Children transition gradually to ensure a smooth process and new information is gathered from parents. This ensures that new key persons are able to meet children's current needs and develop an effective relationship with parents. Excellent relationships have formed with local schools children attend. Staff liaise closely with reception teachers and children are invited to special events, such as a nativity play to aid a smooth transition.

Children are extremely relaxed and confident due to the excellent nurturing and care from staff. Their needs are consistently met and staff praise and acknowledge their progress and achievements, which encourages high levels of self-esteem. Children behave responsibly and learn to share and take turns with resources. For example, they use an egg timer to decide the amount of time they spend on the computer and place their photograph on the wall to show they would like a go next. Children tidy away toys with enthusiasm and are helpful within the setting, as they sweep rice up from the floor or work together to pick up threading buttons from the floor.

Children's awareness of developing a healthy lifestyle is very well promoted through the provision of delicious, home cooked meals. These are made fresh on the premises and often use produce grown by the children. They help to sow, water and harvest fruit and vegetables, such as carrots and gain a superb knowledge of the growing cycle as a whole. Children learn how waste can be used. For example, by feeding the rabbits, the carrot tops. Children spend quality time in the fresh air as they free flow in and out of the garden and are physically active as they run, ride and climb in the attractively resourced garden. Children learn to take acceptable risks in their environment and participate in safe practices. For example, they pass sensibly through the kitchen area when being used and are mindful of dangers, such as hot ovens.

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

Leadership within the setting is extremely strong and management have high aspirations for consistently providing a top quality provision. They have an excellent understanding of their responsibilities in meeting the learning and development requirements. Managers and staff frequently access training to continually enhance the skills and practices that are already in place. There is an effective system for regularly monitoring practice and seeking the views of parents to ensure the setting is always evolving and improving. Professional development of all staff is supported extremely well and regular supervisions and appraisals are also used as part of the ongoing reflection of the setting and its needs. As a result, staff are enthusiastic, motivated and morale is high. Thorough systems for self-evaluation highlight the settings strengths and areas for development and are used as an ongoing and highly valuable tool to enhance the care provided.

Robust strategies are in place to safeguard children, strengthened by very secure partnerships with families and other agencies. All staff are trained to a high level and have an excellent understanding of local safeguarding procedures. They demonstrate confidently through discussion that they know how to identify and report concerns that they may have about children in their care. Clear recruitment and vetting of staff, helps to ensure children are cared for by a suitable staff team. Thorough induction procedures enable staff to have a clear understanding of their roles and responsibilities and the general running of the setting. Highly comprehensive risk assessments ensure children play in a safe and secure environment. The setting is securely maintained and has close circuit television, which enables staff to monitor who approaches the building.

Staff input clear processes for sharing information with other early years providers, to promote children's learning and welfare. Partnership working with other professionals and agencies is well established and used to support children with additional needs when needed. Staff have built excellent working relationships with parents and value their active contribution to their children's life, prior to school. Staff demonstrate a very good understanding of the benefits of working closely together to meet children's needs. Parents speak very highly of the setting and praise the fantastic staff.

### 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
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>	EY379855
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	821518
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childcare - Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	28
<b>Number of children on roll</b>	65
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12/03/2009
<b>Telephone number</b>	

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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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