

Acorns Nursery

West Somerset Community College, Bircham Road, MINEHEAD, Somerset, TA24 6AY

Inspection date

Previous inspection date

11/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 make good progress because staff are skilled at extending children's language and encouraging problems solving throughout their play and activities.
- Children cooperate and develop good relationships because sensitive staff use positive behaviour management.
- Staff keep children safe and secure through good teamwork.
- Strong partnerships with parents ensure staff meet children's individual needs well.

It is not yet outstanding because

- Staff do not always fully support children in moving resources around the environment to use activities in their own way.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 in both the indoor and outdoor environments.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the nursery adviser, the manager, the staff and children.
- The inspector took account of the parents' written feedback and spoke with some parents present on the day of the inspection.
- The inspector checked all safeguarding information and samples documentation, including policies and procedures, and children's development records.

Inspector

Elaine Douglas

Full Report

Information about the setting

Acorns Nursery re-registered in 2012 and previously operated as a crche facility. The nursery operates from purpose built premises, in the Skills and Enterprise Centre, on the site of West Somerset Community College in Minehead, West Somerset. There is one main nursery room for children in the early years age group, and an adjoining classroom for the older children attending the after school and holiday provision. There is a sensory room, bathroom and kitchen off the main room. There are two enclosed outside play areas, one is a natural garden. Children also have access to the college farm and exotic animals. The nursery has three rabbits and one guinea pig kept in the garden, as well as large snails in a tank. The nursery supports children with special educational needs and/or disabilities. The nursery receives funding to provide free early education for children aged three and four years. They have additional funded support for some two-year-olds. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery currently has 30 children on roll in the Early Years age range. The nursery is open 8am to 6.30pm all year. There are five members of staff, all are qualified to level 3. A nursery advisor employed by the college supports the team.

What the setting needs to do to improve further

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

- increase staff awareness of enabling children to move resources around the environment to use in their own way, in order to enhance their motivation to learn.

Inspection judgements

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

Children benefit from staff having a good knowledge of each child's learning needs, through regular observations and assessment. The key person identifies each child's next stages of development and their interests, so that they can plan effectively for children to continue to learn. Parents provide good information on children's starting points and staff keep them fully informed and involved in their child's development. Parents comment positively on the daily verbal exchange of information, which reassures them that staff know their children as individuals. Staff provide interesting and challenging experiences so that children are inquisitive and want to take part. As a result, all children including those with special educational needs make good progress in all areas of their development.

Overall, staff have a secure knowledge of how to promote effective learning. They encourage the children to be active learners and use a wide range of resources. However,

occasionally when children take resources to different areas of the environment, staff ask them to return them. This affects children's learning because it prevents them from using activities the way they want to and interrupts their ideas.

Children develop good key skills, which prepares them for their next stage of learning and school. Staff are particularly skilled at promoting children's language skills and as a result all children are good communicators. Staff engage babies in conversations about what catches their interests, when they see them pointing. Older children eagerly talk about their weekend, recalling what they have done. When staff show them a photograph in the newspaper of some of the nursery children, they remember seeing a very big tree, squirrels and signs. Staff encourage children to link sounds with letters and develop their early writing skills in paint, gloop, sand and water. Staff provide good support so that children develop good mathematical skills in their play and activities. For example, with encouragement one child works out how many small shells and cones they can fit into a large shell.

Staff make good use of daily routines to promote children's learning. For example, at snack time children gain independence and physical skills. For example, they help give out the bowls, clear their crockery to the kitchen and pour their own drinks. Children look closely at fruit, describing the colour, texture and smell. Older children learn about whether fruits have pips, seeds or stones and use mathematical terms, such as half or full. Staff make good use of impromptu situations, such as getting children to notice how things move outdoors in the wind. Children notice the leaves moving in a circle and describe them as dancing in a whirlwind. Older children work out which direction the wind is coming from. Staff provide good role models, posing problems so that children think of ways to solve them. For example, children discuss how to fix a squeak or a flat tyre. They use trial and error to complete jigsaw puzzles.

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

Children confidently separate from their parents and carers, and immediately engage in the interesting activities. They demonstrate their sense of belonging by independently selecting their photograph and self-registering. The effective key persons system ensures that staff build good relationships with children and their families. Consequently, staff meet children's individual needs well. For example, babies sleep, eat and have their nappy changed as required, which promotes their well-being. They have their bottle of milk in the arms of a key person and snuggle up to their favourite toy for a sleep. Parents comment positively on their children gaining confidence since starting at the nursery. Staff support children well in preparation for school or their next stages of learning.

Children use a good range of high-quality resources both indoors and outdoors. There are positive images throughout the nursery so children learn to value people's differences. Staff plan good experiences using the college facilities. For example, children experience exotic animals first hand and learn about cocoanuts from the chef. Children use a sensory room where they experience colours, lights, music, reflections, bubbles and different textures.

Children are generally well behaved. Staff use good strategies, such as a bell, to inform children of changes in the routine. As a result, even the youngest children understand expectations. For example, a toddler rings the bell and then gets a dustpan and brush to sweep up the sand because they know it is time to tidy up. Staff value every child's background and ensures that they are all fully included. They use sign language and visual aids so that children of all abilities can take an active role. This also aids communication. Staff are very caring and sensitive so older children are kind to the younger ones.

Children develop good practices to promote a safe and healthy lifestyle. They all wash their hands before eating. They help themselves to tissues and put them in the bin after using them. Staff carry out very hygienic nappy changing procedures, do not wear shoes in the baby area and provide clean sheets for children sleeping. All of these procedures help to protect children's health and prevent cross contamination. Meals are a social affair, with children sitting together with the staff. Babies are safely strapped into highchairs. Children enjoy nutritional meals and drink plenty of milk or water. Children love going in the outdoor environment. Toddlers demonstrate their excited anticipation as they stride around in their boots laughing and saying 'outside'. Children develop control and coordination. For example, they stop and start their bicycles according to the traffic lights, climb steps and balance on logs.

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

The management team has a very good awareness of their responsibilities in meeting the Early Years Foundation Stage safeguarding and welfare requirements. Excellent security keeps children safe and staff provide good supervision. Staff deploy themselves well and communicate very effectively so that they continually support children. Good risk assessments ensure all appropriate equipment is in place to help keep children safe, while promoting their independence. Staff implement the stringent child protection procedures to safeguard children and there are very good systems for support throughout the college. Very good recruitment procedures ensure that staff and students are aware of their responsibilities. Staff organise all required safeguarding information well to protect children's welfare.

A strong partnership with parents ensures that staff have a good understanding of each child's uniqueness. They work well together to support children's additional needs and seek any required assistance from outside agencies. Staff use verbal and written daily communication to inform parents of the youngest children's care to ensure consistent care. Staff carry out a three-month review of each child's learning. Then invite parents to regular meetings so they can discuss the children's progress so far and agree their next stages of development. Staff have good procedures to work in partnership with those sharing care to ensure they meet the children's learning needs.

Managers have good systems for overseeing the learning and development requirements. They monitor children's progress and identify any additional support. The nursery advisor

attends the provision at least once a week and carries out regular staff supervision. Together with the manager, they identify any staff development needs and access the benefit for children when staff request training. For example, staff have attended training on language for babies and now use more descriptive words. The management team and staff continually review their practice and provision. The staff team meet regularly and take it turns to lead the meeting so that they all take responsibility. Staff regularly review the impact of the environment and there are plans in place to extend the natural garden.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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 action. 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	EY452519
Local authority	Somerset
Inspection number	882715
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	30
Name of provider	West Somerset Community College
Date of previous inspection	not applicable
Telephone number	01643700379

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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, which are usually the childminder's 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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