

Little Acorns Nursery

Knottingley High School, Middle Lane, Knottingley, West Yorkshire, WF11 0BZ

Inspection date	27/02/2013
Previous inspection date	10/11/2009

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

- Staff successfully initiate play and encourage children to do so, which has a positive impact on children's thinking skills and helps to further their independence.
- Children's individual routines are respected, helping them feel secure.
- Staff ease the transition from home to the nursery through an effective settling-in procedure.
- Positive behaviour is encouraged through sensitively managed activities and suitable explanations given by the staff.
- A strong and committed staff team work very well together to ensure that children benefit from a continually improving nursery.

It is not yet outstanding because

- Distractions are not kept to a minimum, resulting in difficulty for children to see and hear clearly, for example, during registration.
- There is a lack of opportunity for children to make use of mark making material when in the garden, for those children who learn best when in the outdoor environment.

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 completed a joint observation of a creative activity with the manager and nominated person.
- The inspector checked evidence of suitability of qualifications of staff working with children, as well as the self-evaluation form.
- The inspector took account of the views of parents and children spoken to on the day of inspection.
- The inspector held meetings with the manager and nominated person and held discussions with the staff, including key persons.

Inspector

Jan Healy

Full Report

Information about the setting

Little Acorns Nursery was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Knottingly area of West Yorkshire, and is privately owned. The nursery serves the local area and is accessible to all children. It operates from purpose built premises in the grounds of Knottingly High School. There is a fully enclosed area available for outdoor play. The nursery employs 28 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and 3. The nursery opens Monday to Friday all year round. Sessions are from 7.15am until 6pm. Children attend for a variety of sessions. There are currently 104 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- keep distractions to a minimum to enable children to see and hear clearly, for example, during registration

- plan opportunities for children to explore the use of mark making materials when outdoors, for those children who learn best when in the outdoor environment.

Inspection judgements

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

Children are making good progress in their learning and development, taking into account children's capabilities and how often they attend. This is due to the staff having a strong knowledge and understanding about how young children learn. They work in partnership with parents, who are encouraged to contribute to children's initial assessments on entry. This information is then used to plan and provide an exciting and interesting range of play that covers both prime and specific areas of learning. The planning of activities begins with the interests of the children, such as space. They then find out about what the children already know and build on their knowledge. This leads to the children, for example, designing and creating three dimensional models of space ships, as well as learning about the names of different planets. Staff are very enthusiastic, which has a positive effect on the way children respond to learning, and encourages them to think for themselves, such as making use of modern technology. They did this, for instance, to find

out about what astronauts wear, which led to the children becoming involved in imaginative play, when they pretended to walk on the moon. The staff are sensitive in assessing children's progress, which are consistent in quality and are accurate enough to build on children's progress. Listening perceptively and questioning the children skilfully, helps them acquire new skills, such as cutting with scissors and to have the confidence to participate in activities that are new to them.

Partnership with parents is strong, due to the staff's commitment to work together, resulting in a positive effect on children's development. For example, an effective settling-in procedure eases the transition from home to the nursery. Each child is allocated a key person, in cooperation with parents, who knows them well. They are fully aware of their individual needs, stage of development and how to further their progress. Discussions regularly take place between key persons and parents, with the two-way flow of information, knowledge and expertise helping to achieve a successful relationship, which has a beneficial impact on children's learning. Both parties keep each other up-to-date about individual children's progress and staff support children's learning at home. Parents report their pleasure in having the opportunity to loan books from the nursery, to share at bedtime with their children. Those children who require extra support have the opportunity to enhance their progress. This is because a designated member of staff successfully identifies, assesses and plans for their further learning. She has a good knowledge of the children's style of learning to help ensure ongoing progress and seeks outside help if required. All children have the opportunity to engage in all activities on offer, as they are adapted to suit children who have particular needs.

Staff help to prepare children for school, as they teach the many skills they will require, for example, in adapting to the change of routine. They encourage children to build relationships with their friends and to behave confidently in new social situations. Those children who also attend other settings, such as childminders, are supported, as the staff take the opportunity to share information to ensure consistency of care and education. Children's personal, social and emotional development is enhanced with the promotion of good relationships with each other. Staff teach children to be kind and to speak to each other with respect, therefore, their behaviour is exemplary. They swiftly learn to share their toys and to work as a team during group games. Staff take opportunities to further children's language by introducing new words. For example, when snow fell, the staff taught children to think about words, such as icicles, frost, slush, melting and chilly. Plenty of books are available for children to share with staff and they clearly enjoy listening to stories read to them, while joining in with repetitive refrains. Children are learning about the sounds of letters and attempt to write their name on their artwork. Children enjoy painting and drawing, although there is a lack of writing resources for the outdoors, to enable children to explore their use when playing in the outdoor play area. Staff encourage children to use mathematical language, such as 'more than' and 'less than', as well as to recite number names in sequence. When going for a picnic to the local park, staff encourage children to think mathematically, for example, about 'how many' plates and cups are required. The children delight in copying the actions of others, therefore, the staff create the opportunity for children to use shovels, spades and rakes after witnessing builders at work. Children dig up sand and fill their wheelbarrow, which they take to the cement mixer before building a wall using blocks. Staff model creative processes, by demonstrating the many possible ways forward. For example, when building an igloo,

children were encouraged to solve the problem of what material to use and how to ensure it stays upright.

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

Children are emotionally secure and happy to be in the care of the staff as they build a special relationship with their key person. Staff seek relevant information from parents, for instance, about children's likes and dislikes, as well as routines, which they incorporate within the nursery. Such a familiar adult helps to form a secure base, which enables children to explore their environment independently. Such a bond also enables children to extend their confidence, as they widen their understanding of the world when leaving the premises to engage in first time experiences. For example, going on a trip to watch a film at the cinema, which they enthusiastically chat to visitors about. Staff take such opportunities to teach the children about managing their own safety and incorporate, for instance, road safety. They also visit a local sports centre, where they participate in a broad range of physical exercise. Such outings help children to develop their confidence and independence in situations away from the familiarity of the nursery. This in turn helps to prepare them for their next big step, which is school.

The management team deploy staff well, which provides ample opportunities for children and staff to play together. Children delight in staff joining in, particularly in their imaginative play when children pretend to be characters of their choice. Staff encourage children to initiate their play, which helps to further their independence. Time is awarded to helping children to settle when transferring from room to room. Visits are organised until the child is happy and settled, with parents being kept fully informed about their progress. The environment is well resourced with high quality toys and equipment, however, distractions are not always kept to a minimum, resulting in children not always being able to see or hear clearly, for example, during registration and story time. Staff teach children to show concern for others, for instance, in encouraging the older children to aid the younger ones in putting on their coat for outdoor play. Exercise in the garden is thoroughly enjoyed by the children with the staff separating particular parts of the outdoors for the benefit of safety and also to ensure the different age groups are taken into consideration. Staff work well with the local school where children take part in sports day, with the parents reporting their delight in being invited. Children enjoy dancing and taking part in action rhymes and songs, with the staff taking this opportunity to further children's understanding about the importance of physical exercise. Children are learning about the importance of maintaining their personal hygiene and about the necessity to eat a healthy and nutritious diet to help them grow strong.

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

Leadership and management is strong, with staff working as a team to ensure an effective and improving nursery, where children are safe, feel good about themselves and are making strong progress in their learning. The management's efficient vision of the quality of childcare and education successfully steers the work of the nursery, resulting in a very positive impact on children's progress. This strong commitment to continual improvement

stems from a realistic method of self-evaluation, enabling staff to recognise weaknesses, which they regularly monitor. Clear and realistic targets set are challenging, and help to assess and evaluate progress, as well as their impact on children's well-being and learning.

The inspection took place following notification of an accident to a child bumping their head while playing indoors. The inspection found that the staff were fully aware of their responsibilities and took all necessary steps for appropriate treatment.

There is a high level of awareness with regard to the Early Years Foundation Stage, as management keep themselves well informed about the early years curriculum. They access relevant training, have a clear understanding about their roles and responsibilities in developing young children's learning, and regularly update their knowledge via training courses. They have good knowledge and understanding about the educational programmes in place and encourage staff in working together in its implementation, to help all children make good progress. Successful teaching methods are shared and adopted by other staff. Management encourage staff to continuously develop their professional qualifications, which has a positive influence on the quality of their teaching. Management know their staff well and have high expectations, a shared purpose and collaborative approach to childcare and education, based on a strong commitment to improvement. They know the children in their care very well and are fully aware of those children who have additional needs, which they skilfully provide for.

Safeguarding is a priority with management fulfilling their responsibilities in meeting welfare requirements. Arrangements to keep children safe are strong and are well embedded. Clear policies and statements are known, are fully understood by staff and are consistently implemented for the benefit of the children. Partnerships with parents and other external agencies are well established and make a strong contribution to meeting children's needs. Overall, the nursery meets the needs of the range of children in attendance. Children are making good progress in their learning and development in relation to their starting points. They are well prepared for their next stage of learning, including those children who have a special need and/or disability. Staff make a positive contribution to the children's well-being, resulting in children being happy and secure. Staff are fully committed to improving children's life chances, through their dedication in making continuous improvements. This includes the successful tackling of recommendations made at the previous inspection.

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 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	EY100881
Local authority	Wakefield
Inspection number	904319
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	75
Number of children on roll	104
Name of provider	Little Acorns Nursery Ltd
Date of previous inspection	10/11/2009
Telephone number	01977 679123

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: 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.

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.

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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

