

Acre Wood Nursery School

197-199 Woodside Road, AMERSHAM, Buckinghamshire, HP6 6NU

Inspection date	15/04/2013
Previous inspection date	12/09/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The nursery completes and implements all the required policies and procedures. Written risk assessments are detailed and frequently reviewed so that staff keep children safe.
- Staff are deployed well and well-established routines ensure children feel safe, behave well and are confident to select tasks and join in activities.
- Staff develop strong relationships with parents and know their key children well, enabling them to meet children's individual needs effectively.
- The staff, and in particular the manager, has a clear vision for the nursery and endeavours to improve practice through new initiatives gained from training.

It is not yet outstanding because

- Staff do not make the most of opportunities to encourage children in literacy activities indoors to support early mark making.
- Children's personal independence is not always promoted as well as possible at mealtimes because staff miss opportunities to encourage children to take on some tasks for themselves.

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.

Inspection activities

- The inspector talked with available staff, some parents and held discussions with the manager.
- The inspector examined documentation, including a sample of children's records, development plans and staff suitability records.
- The inspector observed children's play and staff interactions.

Inspector

Nadia Mahabir

Full Report

Information about the setting

Acre Wood Nursery School was registered in 2012 and is run by a private provider. The nursery operates from a large detached house in Amersham in Buckinghamshire. Children use seven activity rooms, a dance studio, a sleep area and a secure outdoor play area. The nursery provides a service for the local community and it is open each weekday from 7.30am to 7pm all year round except Christmas and bank holidays. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery is registered on the Early Years Register. There are currently 121 children on roll in the early years age group and they attend for a variety of sessions. Systems are in place to support children who are learning to speak English as an additional language. The nursery employs 15 full-time staff. Of these, 13 staff hold appropriate early years qualifications and of these, 3 members of staff hold early years degrees.

What the setting needs to do to improve further

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

- provide further literacy opportunities so that children practise their emerging skills, for example by creating opportunities for writing during role play and other activities
- enhance ways in which children further develop their independence skills, specifically during meal times, for example by allowing children to serve their own food.

Inspection judgements

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

Children arrive happily into the nursery, confidently saying goodbye to their parents. They receive a warm welcome from staff who then immediately engage children in conversations about how they are feeling today. The well-resourced indoor environment is organised effectively, creating an accessible environment where children use a developmentally appropriate range of toys and resources covering the seven areas of learning. Staff talk with the children about what they are doing and ask questions to help them make links in their learning. Children are inquisitive and active learners as they take part in a broad range of activities. For example, babies, supported by attentive staff, clearly enjoy the sensory experience of using their fingers during messy play. Music is used effectively across the nursery as children enthusiastically play musical instruments,

sing songs and dance. Awareness of number and counting is encouraged through everyday activities and children enjoy counting objects as they play. Babies squeal with delight as they excitedly use a wide range of technology resources. Older children are becoming skilled at using the nursery's computer. They confidently turn on the programme they want and use the mouse skilfully.

Children enjoy listening to stories and the book area provides them with a cosy place where they enjoy and learn to appreciate books. Staff who are particularly good at story telling engage all children well; consequently children are keen to sit and listen both at the planned story time and spontaneously throughout the session. Such experiences help children gain useful skills in preparation for school. Very young children learn how to turn the pages correctly and point to pictures that interest them. Older children are beginning to link sounds to letters and some are naming and sounding the letters of the alphabet. However, there are fewer activities and resources that support some areas of their literacy development indoors. For example, there are no writing materials in the role play area to encourage children's pre-writing skills as they engage in pretend play. Children have good opportunities for fresh air outdoors and learn about the world they live in. For example they excitedly examine mini beasts and learn about their habitats and how to handle them with care. Children skilfully manoeuvre cars and scooters confidently to avoid obstacles, showing good coordination skills. They use such equipment as part of their imaginative play, racing each other or driving to the shops. Staff successfully support this creativity and extend children's physical skills, by relating their play to stories they know.

Parents are kept well informed about their child's time at the provision. A newsletter is sent out monthly to inform parents about forthcoming events. They have been invited into the provision to discuss their child's development and to look at their child's learning journal which shows their progress. There are strong levels of evidence to show that all children are making good progress. Staff have a good understanding of the seven areas of learning and have implemented systems for observation, assessment and planning. Observations of children's interests and progress are used to plan challenging learning experiences for them. The next steps in children's learning are clearly highlighted for staff to follow when planning further activities.

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

Children clearly demonstrate that they feel safe and secure at this setting. They separate from their parents when they arrive and quickly settle to play. The key person works closely, on an individual basis with their parents, to help children settle in. Children show a secure bond with the members of staff. For example, children are confident to initiate conversations and they approach staff for comfort and reassurance as they need it. Children are cared for in rooms according to their age and ability and the routines are organised with their care needs in mind. This coupled with an effective assigned key person system means staff know the children's likes and dislikes and provide well for their needs.

Staff are well deployed at all times and are vigilant about safety. Risk assessments are

completed and safety is monitored throughout the session. Children explore all areas confidently and independently, selecting toys of their choice from the very wide range available. Staff show great interest in what children are doing, and notice and praise their achievements. This encouragement motivates children to persevere. Children have good opportunities to develop an awareness of diversity, as they play with figures, dolls and books that reflect positive images. Staff plan activities related to festivals, such as Chinese New Year, that help children learn about different cultural celebrations. Good care routines and practices support children's well-being and good health. There are quiet areas for rest and easily accessible toilet facilities, which enable children to become increasingly independent in managing their personal care needs. Children develop good hygiene practices as they wash their hands after being in the garden, after going to the toilet and before eating. They become knowledgeable about healthy eating and have good opportunities to choose healthy snacks and drinks independently. However, staff do not always encourage children's personal independence; for example, staff serve children's lunch for them, so they miss the chance to take on this additional responsibility.

Most children play cooperatively with their friends and staff take a consistent approach in their expectations for children's behaviour, so overall, children quickly learn what is acceptable. Staff use positive behaviour management strategies and children's self-esteem is enhanced as they receive praise for good behaviour, effort and achievement. Staff encourage children to share and take turns and most respond well to reminders and direction from the staff. For example, children quickly respond to the 'tidy up song' and happily help staff tidy up. Children are well prepared for moves to different rooms in the nursery due to the effective sharing of information between the staff team. Partnerships with other providers of the Statutory Framework for the Early Years Foundation Stage have been established and contribute towards smooth transitions to school. Links with other agencies involved with children ensure their individual needs are met and continuity of care is promoted.

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

The leadership and management have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff are fully aware of how to respond to any concern about a child. Staff implement all required policies and procedures well. Practitioners identify and minimise potential hazards effectively on a daily basis. Written risk assessments are in place, which are regularly reviewed to ensure that risks are identified and evaluated. Staff are deployed well and adult to child ratios are properly maintained. This ensures that children are well supervised and kept safe indoors and outdoors. Effective procedures for staff recruitment and induction are in place so that adults working with children are suitable and understand their roles and responsibilities. This inspection was brought forward following concerns raised relating to incidents between children that resulted in minor injuries to a child. Although the incidents happened, the provider took appropriate steps to meet with requirements. All required documentation is effectively maintained. For example, clear records of accidents to children are kept and staff share these with parents. Staff monitor

any concerns about children's behaviour carefully and seek appropriate training and advice where necessary. They implement good strategies to support any specific behavioural issues.

Staff plan and organise the systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs. The nursery manager oversees the educational programme and successfully supports staff to promote children's learning and development through room observations, staff meetings, regular supervision sessions and training. The manager leads an enthusiastic team. She supports them in their practice through regular monitoring, supervisions and appraisals. The manager keeps detailed records to help staff identify strengths in their practice and any areas for improvement. Staff demonstrate a confident knowledge and understanding of the learning and development requirements. Assessment and planning systems cover the seven required areas of learning, and give due emphasis to both the indoor and outdoor areas. Overall, this demonstrates that children are experiencing a broad programme of activities.

All children's individual needs are met well, through strong and effective working partnerships with parents. Parents speak highly of the care and learning their children receive. They report that their children are happy at the nursery, make progress and really look forward to going. There are strong links with outside agencies, such as the local authority advisory teachers, who help staff improve their knowledge and skills. This training enhances their delivery of the learning and development requirements. Although no children currently attend with special educational needs and/or disabilities, staff have links with other relevant professionals and know how to seek advice and support.

Ongoing self-assessment by the management team, staff and parents enables the nursery to formulate clear plans for the continual updating of policies, practices and resources. This means that the nursery is continually responding to the needs of those who use it. The manager and her staff have worked hard to address their actions and recommendations from the last inspection. The manager has a good understanding of the setting's strengths and areas to develop through constantly monitoring and evaluating practice to improve the outcomes for children.

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	EY444351
Local authority	Buckinghamshire
Inspection number	912718
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	61
Number of children on roll	121
Name of provider	Brook 2 Ltd
Date of previous inspection	12/09/2012
Telephone number	01494729007

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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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