

Little Acorns Nursery

Stubley Lane, DRONFIELD, Derbyshire, S18 1LS

Inspection date	23/04/2013
Previous inspection date	27/02/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 feel happy and secure as the key person system effectively promotes close and settled relationships.
- Children enjoy their time as they play and learn in a supportive and caring environment. The friendly dedicated staff team work hard to ensure children make good progress in relation to their starting points.
- Children's social, emotional and educational needs are central to any transition between settings or within the nursery.
- Children's development and progress are fully supported through effective partnerships with other professionals, parents and carers.

It is not yet outstanding because

- Staff in the pre-school room do not always make full use of puppets and other props in everyday activities, in order to extend children's listening and communication skills even further.
- Opportunities to promote children's growing understanding of the natural world, such as, exploring the effects of the wind or caring for plants and flowers in the outside play areas, are not yet fully explored.

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 activities in all rooms and the outside learning environment.
- The inspector took part in a joint observation of an activity in the pre-school room.
- The inspector held meetings and observed practice with the manager of the nursery.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Tara Street

Full Report

Information about the setting

Little Acorns Nursery was registered in 2006. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the ground floor of business premises situated in Dronfield, Derbyshire, and the nursery is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from one large room and a baby room and there is a fully enclosed area available for outdoor play.

The nursery employs nine members of child care staff. Of these, seven hold appropriate early years qualifications at level 3 and two hold appropriate early years qualifications at level 2.

The nursery opens Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm and children attend for a variety of sessions. There are currently 58 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- develop further the use of the outdoor areas to give children more opportunities for investigations of the natural world, for example, provide chimes, streamers, windmills and bubbles to investigate the effects of the wind or by encouraging children to help take care of flowerbeds
- increase further the use of puppets and other props to encourage listening and responding for pre-school children when reading from a story book or singing a familiar song.

Inspection judgements

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

Children acquire the skills, attitudes and dispositions they need to support them in their transitions through the nursery and beyond. This is because the educational programmes have breadth and depth across all areas of learning. Planning starts with observing children and, as a result, learning experiences match their individual needs and interests. Detailed assessments track children's progress towards the early learning goals and,

consequently, children's learning is purposeful and progressive. As part of this, the progress check at age two is used to review each child's learning and ensure that parents have a clear picture of their child's development. Staff provide challenging expectations and relevant, developmentally-appropriate activities. Therefore, children remain motivated and interested as their learning reflects their wide-ranging interests, ages and stages. Staff establish the enabling conditions for rich play, including, time, space, flexible resources, choice, control and warm and supportive relationships.

The rich, varied environment supports children's learning and development effectively. Babies learn to crawl and take their first steps within a safe, secure and supportive base. They take pleasure engaging in sensory play; handling paint, water and sand. Babies express themselves through physical action and sound as they learn nursery rhymes and action songs. Staff devote uninterrupted time to play with the babies and are attentive and fully focussed. Babies venture away to play and interact with others, as well as enjoying close and affectionate relationships with the adults who care for them. Toddlers are very imaginative and adore role play. They eagerly explore the small world space station or dress-up in hard hats and pretend to be builders. Staff support children's excursions into imaginary worlds well by encouraging inventiveness, engaging in their play and ensuring they have experiences that stimulate their interest. Toddlers are very inquisitive as they use a range of tools to make shapes out of dough. They confidently use spoons to scoop up cornflakes and add them to a range of different sized containers. Staff play enthusiastically with them, encouraging them to explore and showing delight as they discover new things. As a result, young children show high levels of energy and fascination.

School readiness is a key feature within pre-school. Children favour table-top activities, such as, games, jigsaw puzzles, art and craft activities and baking. Children make decisions and choices and grow in independence as they happily self-select the resources. Staff stimulate children's interest by providing open-ended resources that can be used, moved and combined in a variety of ways. For example, children enjoy using empty shampoo bottles to wash their friends' hair at the role play hairdressers, before combing and styling it with a range of brushes. Staff are committed to helping children establish friendships, share and take turns. Consequently, children skilfully manage their feelings and behaviour, accept the needs of others and play harmoniously. For instance, children happily share pencils and chinks when creating shields, flags and dragon pictures for St. George's Day.

All children show curiosity, seek challenge and make strides in their learning. Children's speaking and listening skills are developing well. For example, during circle time children eagerly discuss the colour of the week and identify objects in the environment that are blue, such as a pot, pen and another child's t-shirt. In addition, staff use daily play opportunities to support language development. For example, when children pretend to be selling ice cream, staff encourage them to name the different flavours available to their customers. They happily tell each other they can choose from strawberry, banana or chocolate and have a flake in the top. This effectively supports children to ask questions and comment about their activities. Children enjoy books; they learn to turn the pages and discuss the pictures on pages. They snuggle in the cosy areas and enjoy popular stories where they join in to predict what happens next. As a result, children are beginning

to understand that print carries meaning. However, the use of puppets and other props in the pre-school room, to further encourage listening and responding skills when reading from a story book or singing a familiar song, are variable. Children have many good opportunities to practise their early writing skills both in and outdoors. They use chalks, crayons and pencils to write for a variety of purposes. Children show a keen interest in problem solving and counting as they make patterns with coloured bricks, fill and empty containers in the sand tray and fit puzzles together. They confidently count how many children are present and discuss the numbers that make up today's date. Children learn how things work as they use the mouse when using the computer and a range of tools, such as scissors for cutting.

Children are developing good independence skills as staff encourage them to put on their own coats and shoes and praise them for waiting patiently to go outside. Babies and young children are developing their physical skills effectively as they pull themselves up to standing and walk around furniture. Older children are learning about the effects of physical exercise on their bodies. They confidently climb and balance on equipment, explore the sand tray, build with large blocks and play cooperatively with bikes and scooters, showing good physical development. Children's interest in nature and the world around them is promoted through a range of planned activities. For instance, they enjoy planting sunflower seeds, trips to the butterfly farm and enjoy visits from a farmer with his tractor. However, other opportunities for children to investigate the natural world further are not fully explored. For example, by providing chimes, streamers and windmills to help children explore the effects of the wind or by encouraging them to help take care of flowerbeds. Partnerships with parents are good and they have access to a broad range of information about their children's learning and development. Children's learning journals, informative noticeboards which include children's individual planning for the term and regular progress reports keep them informed of their children's progress. In addition, parents are actively encouraged to share children's achievements and special events from home and to attend parent participation days, which promote continuity of learning for children.

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

Care practices are good and staff are sensitive in their management of children and their behaviour. Staff offer close and settled relationships and, as a result, babies and young children develop genuine bonds and secure emotional attachments. Children are effectively supported at times of transition and transition sheets and individualised settling-in sessions promote continuity of care. Staff are proactive in forging links with local pre-schools and nurseries that children also attend. For example, a shared information book is shared between each setting the child attends, which ensures they receive good continuity of learning. In addition, topics around starting school are planned during the summer term to boost children's confidence. The successful implementation of the key person system helps babies and young children to foster a strong sense of belonging. This contributes positively towards children's development and well-being.

Staff offer warm and responsive care and keep a firm focus on children's individual needs.

High priority is given to the safety of children and clear messages ensure they gain a good understanding of keeping healthy and staying safe. As part of this, children adopt good personal hygiene routines, learn about healthy eating and self-help skills well. For example, pre-school children wash and dry their hands independently for snack. They choose their own cups and plate, pour their own drink and serve themselves their snack of teacake, apple, banana, orange and pear. These activities help develop children's independence and are effective socialising times because children talk about what they have been doing throughout the day and at home. Babies are changed regularly, with hygienic procedures in place. Staff ensure babies' noses are wiped as needed and their hands are washed before mealtimes. Babies and toddlers go to sleep happily with staff close by to help them settle.

Children are well-behaved because staff have a positive attitude to behaviour management. Consequently, they know the simple rules and what the boundaries are. Children learn to play cooperatively from an early age as staff encourage them to share and take turns. Children are active and relish opportunities to play outdoors. They confidently negotiate obstacles when using ride-on toys, play ball games and explore the slide, see-saw and tyres. Children are learning about keeping themselves safe. They participate in the fire drill, which helps them to be aware of keeping themselves safe in an emergency. This is further enhanced through visits from the fire brigade to help children to learn about the dangers of playing with matches.

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

The manager is passionate about working with children and is ambitious and holds high aspirations for every child. She demonstrates a strong understanding of the learning and development requirements and the safeguarding and welfare requirements of the revised Statutory Framework for the Early Years Foundation Stage. Staff enjoy ample opportunities to share knowledge, question practice, test new ideas and embark upon continuous professional development. The management team recognise the value of continuous quality improvement and use self-evaluation effectively to improve the quality of provision for all children. For example, managers actively seek the views of staff, parents and children and use these to create clear plans for the future.

Practice, including the delivery of the educational programmes, consistency of assessment and the monitoring of children's progress, is routinely monitored. In addition, informal meetings and formal supervision sessions provide the basis for effective review. The manager plays an active, hands-on role in the life of the nursery and, as a result, team morale is high.

Arrangements for safeguarding children within the nursery are good. Children are allowed to explore their surroundings and are appropriately supervised at all times through good staff deployment. The inspection took place following notification of an incident of a child biting another child on the face in the outside play area. The inspection found that staff were fully aware of their responsibilities and took all necessary steps for appropriate

treatment, informing parents and the relevant authorities, including Ofsted. The manager carried out a full review of the incident, including staff deployment, supervision, behaviour management strategies and a risk assessment of the outside play area. As a result, the outside play house has been moved to a more central location to enable even greater monitoring by staff in this area. In addition, the manager has liaised with the nursery's early year's improvement officer and the parents of the children concerned to ensure the incident does not occur again. Robust recruitment and selection and risk assessment processes, along with constant reappraisal of the environment, help to ensure children's safety at all times.

Concise and well-understood policies and procedures are in place to protect children's welfare. Documentation reflects a positive approach to meeting the individual needs of all children and promotion of equality of opportunity is at the heart of the nursery. All children are valued and provision for children with special educational needs and/or disabilities is good. An enthusiastic staff team share a common vision to engaging key agencies and tangible links with local schools and other early year's settings promotes consistency of care effectively. Partnerships with health visitors and the Early Years Team make a strong contribution to children's achievement and well-being. Parental involvement is encouraged from the outset and the nursery operates a child-and-family approach to meeting children's needs. Feedback from parents indicates a strong level of satisfaction and comments, such as, 'Staff are so friendly and professional, they make it easy to leave my child each morning' and 'My child loves coming here, there is so much to do' epitomise their views.

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	EY332334
Local authority	Derbyshire
Inspection number	914199
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	58
Name of provider	Indra Kumari Athi
Date of previous inspection	27/02/2012
Telephone number	01246 299750

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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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