

# Little Acorns Nursery

29 Reform Street, Gomersal, Cleckheaton, West Yorkshire, BD19 4JX

<b>Inspection date</b>	19/04/2013
Previous inspection date	15/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 form warm and secure attachments with their key person, which effectively promotes their sense of security and confidence.
- The manager is committed to ensuring that children receive the best possible experiences while in the nursery and has put in place highly effective systems to ensure a quality service so that children make good progress. Self-evaluation takes account of the views of the staff, parents and children, which develops a sense of ownership.
- Many successful mechanisms are in place to ensure parents are well informed about life within the nursery and this enables parents to be fully involved in their children's learning.
- The nursery's good relationships with other providers of early years education and with local schools ensures that children's learning is effectively complemented and enables smooth transitions to other settings and schools.

### It is not yet outstanding because

- On some occasions, staff do not always ask open-ended questions to support children to think creatively and critically and sometimes rush to provide children with the answers to problems.

## 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 observed the staff engaging in a range of indoor and outdoor learning activities, play and daily care routines with the children.
- The inspector talked to children and staff and also held discussions with the manager and her manager during the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working in the setting, the provider's self-evaluation systems and a range of other supporting documentation.
- The inspector also took account of the views of parents spoken to on the day of the inspection and from parent questionnaires.

## Inspector

Anne Mackay

## Full Report

### Information about the setting

Little Acorns Nursery was registered in 2005 and is on the Early Years Register. It is one of a chain of nurseries owned by Little Acorns Group Limited. It operates from three rooms in a single-storey building in Gomersal, Cleckheaton, West Yorkshire. Children have access to outdoor play areas. The nursery serves both the local and wider community. Access to the setting is via the front entrance. The nursery is open each week day from 7.30am to 6pm throughout the year. Children attend for a variety of sessions each week.

The nursery employs 16 staff. Of these, two hold appropriate early years qualifications at level 2, 11 hold appropriate early years qualifications at level 3 including two with Early Years Professional Status. The nursery receives support from the local authority. There are currently 53 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational 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:

- support staff to extend their knowledge of how to enhance children's critical thinking in their play, for example, by asking children open-ended questions that will stimulate their thinking and by giving children sufficient time to problem solve on their own behalf.

## Inspection judgements

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

Staff in the nursery have a good understanding of how children learn and develop. They have updated their knowledge in line with the new Statutory framework for the Early Years Foundation Stage. In addition, they have adapted their systems for observing and assessing children's progress. Staff work well with parents and when children first start at nursery. Information is shared so that staff are able to plan for children's individual abilities and interests. The key person follows this on with a regular exchange of information with parents regarding children's learning and development, which enables parents to support their children's learning at home. Regular, as well as spontaneous written observations by staff alongside photographs capture significant moments. These are routinely reviewed to assess children's progress and to identify next steps in children's learning. Staff in each of the rooms discuss their observations and share their planning so all are involved and knowledgeable about how to support each child. The nursery

completes the progress check at age two in detail and takes time to fully share this with parents and, with parents' permission, with children's health visitors.

Children are keen to attend the nursery and are provided with interesting and challenging experiences that cover the depth and breadth of all seven areas of learning. The well-organised indoor and outdoor areas and range of toys and resources available to children create a fun and stimulating place to be. For example, older children enjoy finding out about volume and measure while playing in the water troughs with ducks. Younger ones enjoy the experience and feel of painting the outside walls with water. However, staff on occasions miss opportunities to ask children open-ended questions that extend their critical thinking. They sometimes also provide children with the answers to problems too quickly rather than wait for children to work things out for themselves. Nevertheless, overall, children are making good progress across all aspects of their development.

Staff have high, but realistic expectations of what children can achieve. With enthusiastic encouragement they support children to have a go and try things for themselves. For example, toddlers are encouraged to work out for themselves where to put the pieces of a jigsaw. This develops children's 'can do' attitude and success drives their motivation and confidence in their own abilities. Staff use the opportunities created by the picture on the jigsaw to talk about animals, their body parts and what they like to eat, therefore extending young children's knowledge of the world in a fun and informative manner.

Children's preparation for school is fostered in many ways. They practise taking registers, and dress-up in school uniform. Printed labels and numbers are displayed throughout the nursery, helping to promote children's early literacy and mathematical understanding. Children practise writing their own names on their artwork and know to take their own coats off and hang them up on their name pegs. Pre-school children really enjoy group activities, such as 'Silly Soup' where they learn in a fun way about the sounds that letters make.

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

Children and their parents feel welcomed in this bright and homely nursery. Staff know the children extremely well, which enables children to form secure attachments to their key person and other staff. The settling-in period is well organised so that key persons get to know children and their parents and share important information about their individual needs. Individual routines are displayed in the baby room and staff ensure that these are carried out so that children naturally settle into the nursery routine. Staff are fully aware of the importance of the three prime areas in developing children's confidence and they provide many opportunities for children to make their own play choices and initiate their own learning. Young children freely crawl around and practise their early walking skills, beaming with joy and glee when they are clapped for taking their first steps. All required parental information is held and children are thoroughly supported as they move through the nursery and prepare for school. For example, children move to another room only when they are ready and in discussion with their parents, rather than this being decided purely on their age. This fosters their well-being and provides a firm foundation for their future learning.

Staff provide children with good role models through their consistent, calm and polite approach. This means that children are well behaved and learn how to share. Most older children are very sociable and independent and confidently engage with their staff and peers. Staff patiently, but firmly remind some when they become a little over excited or begin to dash around. Staff gently support children to understand about caring and the needs of others. For example, staff remind older children not to kick and to have kind hands and feet. Toddlers ask if they can hold the star again while a small group sings 'Twinkle, Twinkle, Little Star'. Staff softly remind them that they have already had their turn and it would be kind to let someone else have a turn.

Children follow expected hygiene procedures, such as washing their hands. They are able to choose for themselves when they wish to play outside. This enables them to have lots of opportunities for fresh air and physical exercise. Children enjoy nutritious snacks and meals that are cooked for them in the nursery and their individual dietary requirements are respected. Older children and toddlers serve themselves, with staff on hand to offer support, therefore learning independence and sociable eating habits. All children have access to their individual water bottles during the day.

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

Children are well protected in this nursery because it is very well organised and managed. There is a high level of awareness of all regulations and close monitoring of the learning and development requirements. The manager has a focused tracking system so that she can ensure that children are making progress across all areas. The manager ensures that safeguarding matters are interwoven into the daily routines and are incorporated within training, such as behaviour management, which is undertaken by all nursery staff. They fully understand their responsibilities to ensure children's welfare. An effective system of risk assessments, underpinned by daily checks ensures that the activities and equipment used by children are safe. Parents know not to let anyone else in when entering the nursery and practices, such as no personal mobiles are clear to all staff and strictly followed.

The leadership and management of the nursery is very strong. The manager has a positive vision for providing a high quality service. She is fully committed to developing the nursery and engages the views of staff and parents to achieve this. For example, a cafe-style snack system was introduced as a result of feedback, so that children do not have to break off from their play at set times. The manager prioritises staff training and supervision as she recognises that this results in children being provided with comprehensive learning opportunities. New staff are carefully vetted and inducted. The manager and room leaders undertake observations of practice and provide feedback to staff so that skills are shared and learning is ongoing. The staff team respond well to this high level of support and work well together as a group to ensure that children receive very good care.

Children's learning is very effectively supported because there is a good working

partnership with parents. Noticeboards and regular newsletters provide parents with lots of useful information and the nursery ensures that parents are kept up to date with changes, such as the new Statutory framework for the Early Years Foundation Stage. Parents of young children receive detailed daily reports and all parents receive detailed verbal feedback about their child's day. Parents enjoy reading the summaries of their child's progress and especially welcome being able to take home their child's learning journeys. This enables them to celebrate their child's success more widely among family and friends. Parents express high levels of satisfaction with the nursery and their children's progress and say that their children learn something new every day. The nursery works closely with other early years professionals to support children with special educational needs and/or disabilities. Information books are used so that knowledge is shared when children attend more than one early years setting, therefore ensuring that children's learning is complemented. Transitions to school are made easier for children because the nursery works hard to facilitate an effective sharing of information with the new school. Teachers from the local schools are welcomed in to meet their new pupils. On a daily basis, children are consulted on the play and organisation, so that their thoughts and wishes are taken into account. This contributes to the children's sense of belonging and to having control over their day. Therefore, they are content and busy in their play.

## 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

<b>Unique reference number</b>	EY305237
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	908664
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	48
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Little Acorns Group Limited
<b>Date of previous inspection</b>	15/01/2009
<b>Telephone number</b>	01274 872877

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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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