

Little Acorns Nursery (Blackburn) Limited

Lower Whitehalgh Barn, Stockclough Lane, Feniscowles, Blackburn, BB2 5JR

Inspection date	25/07/2013
Previous inspection date	12/05/2011

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

- Children enjoy their time in the nursery, engaging effectively with knowledgeable and caring staff who support them in making good progress in their learning and development.
- Strong and secure attachments between staff and children ensure that children's emotional well-being is fostered extremely well.
- All staff encourage children's good health and well-being. Children are safeguarded because the staff understand the policies and procedures which protect the children in their care.
- The nursery develops successful partnerships with parents. Information is shared between staff and parents on a daily basis in order to meet the children's individual needs.

It is not yet outstanding because

- Some daily routines, such as lunchtimes have not been fully explored as ways to allow children additional opportunities to practise their self-help skills.
- Not all opportunities to fully engage children's interests and maximise learning experiences are used in to provide further challenge for the most able children.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction.
- The inspector talked with available staff and held discussions with the area manager, staff and parents.
- The inspector observed children's activities throughout the visit both inside and outside.
- The inspector examined documentation including a representative sample of children's records, policies, accident and medication records, children's daily diaries, staff suitability and training records.

Inspector

Sue Rae

Full Report

Information about the setting

Little Acorns Nursery (Blackburn) Ltd was registered in 2000 and is on the Early Years Register and the compulsory parts of the Childcare Register. It is situated in a converted barn in the Feniscowles area of Blackburn, and is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from two floors and there is a fully enclosed area available for outdoor play.

The nursery employs 13 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 56 children attending who are in the early years age group. The nursery provides funded early education for two-, 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 opportunities for children to develop their self-help skills, independence and understanding of healthy eating. For example, by reviewing the organisation of lunchtime routines to enable children to take responsibility for small tasks and incorporate opportunities for children to serve their own meals
- extend opportunities to maximise children's interest and learning, through the further use of effective engagement based on skilful observations of children's individual abilities.

Inspection judgements

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

Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. They clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the staff caring for them. Attentive staff play alongside the children offering gentle support and encouragement, extending children's learning with individual attention. Information gathered by the key person when children first attend provides a good base for establishing children's starting points in learning. This enables staff to plan for individual children's progress from their earliest days in the nursery. As a result, children settle quickly because staff understand their needs well and meet them consistently. Children's records of learning include

photographs and observations and these highlight the development they are making. Staff plan activities and opportunities together as a team, taking into consideration the children's interests. Parents are actively involved in contributing to their children's development through daily discussions and suggestions.

Children are secure in communicating their needs and preferences and they confidently approach the staff to ask for help when needed. Children develop their vocabulary using words, such as, 'kebab', 'skewers' and 'pineapple' as they talk about cooking food on the pretend barbeque, which they had previously made. However, not all opportunities are routinely used to maximise children's learning through effective engagement by all staff. For example, there is scope to extend some activities to offer further challenge, particularly for those children nearly ready for school. Babies move freely and confidently explore their environment. They use furniture to support their standing and the emergence of early walking skills. Babies watch carefully as staff count while building a tower of bricks. Babies giggle with delight as they knock it down.

All areas of the nursery are well organised to allow children to select activities for themselves. Children are able to move around freely and have access to very well resourced secure outside spaces where they can use a wide range of toys and equipment to promote their physical development; which is progressing very well. They show confidence and an awareness of safety in exploring the outside space, balancing, climbing and riding bikes. Children clearly enjoy taking part in singing action and rhyming songs. When staff read stories, children are able to predict what happens next and join in with the story, and their enjoyment and concentration is abundantly clear. Staff widen children's learning by using different media to tell stories, for example, they listen to a story on the computer or from a CD. These activities support children's early language development and literacy skills and promote their knowledge and understanding of the world around them. As a result, children are developing the skills and attitudes needed to prepare them for their next stage of learning, such as moving onto school. A good range of resources, posters and play equipment reflecting cultural diversity helps children learn about the wider world.

Good quality information regarding children's needs and the activities they take part in are shared with parents. Through the completion of the information regarding children's starting points, parents contribute what they know about their child with the key person. This is further enhanced by sharing a daily diary which notes the child's daily routine and interests. Daily discussions with parents regarding their child's progress and a culture of working together to assess and contribute to each child's learning and development, results in a consistent approach to children's learning. For example, parents and children have been actively involved in the development of a small garden area from design to planting, developing their understanding of the natural world.

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

All children form secure and emotional attachments as a result of the effective key person system. Staff are attentive to their individual needs and treat children sensitively and with respect. They gently encourage children to be independent while reassuring them when

they get frustrated. Children clearly enjoy cuddles and the individual attention they receive, making them feel valued and special. This provides a strong base for babies enabling them to become independent. They receive reassurance and comfort from familiar adults, and this enables all children to develop skills for learning. Babies and young infants settle well because staff work closely with their parents from the point of entry, obtaining detailed information. As a result, staff have a good knowledge of their individual likes and routines, enabling them to meet their needs effectively. Children of all ages are confident explorers and enjoy investigating a wide range of resources. Children enjoy using the outdoor space to be physically active, they draw a hopscotch, recalling the numbers they need to put in the boxes. The children enthusiastically practise their physical skills by hopping and jumping, developing control, co-ordination and an understanding of counting. They demonstrate a very sound understanding of keeping themselves and their friends safe as they steer away from children playing on the floor.

Children demonstrate high levels of confidence and self-esteem as they move freely around the nursery, they co-operate with peers and are keen to share their activities with staff and other adults. Children are learning to negotiate with peers, share and take turns in their play. Their artwork and early attempts at writing are put on display to boost children's self-esteem. Children are well behaved and have a good awareness of right and wrong, responding positively to guidance from staff. They are encouraged and praised, and their efforts are acknowledged appropriately. Staff support children well, so they understand the importance of basic personal hygiene. Children develop age-appropriate personal care skills, for example, washing their hands before they eat and after using the toilet, and they make healthy choices at snack times. However, at lunchtime, staff overlook some possibilities to further develop children's independence and self-help skills. For example, instead of allowing children to self-serve and tidy away their dishes they do it for them.

There is a good nappy-changing procedure for young children which takes account of parents' wishes and ensures children remain comfortable throughout the day. Staff ensure that they are sensitive when changing children and record these events in the child's daily diary. Meals and snacks are fresh, healthy and nutritious as the food is prepared on-site. Staff take account of individual children's dietary needs and parents' preferences and record what children have eaten. Consequently, children's health and well-being are well promoted. Children are supported well in learning to stay safe. Safety surfaces outdoors enable children to take age-appropriate risks in safety and they take part in regular evacuation practices.

Parents and children are well prepared for the next stage in their learning and development as the setting supports them in making the transition to nursery and school. They develop confidence in various social situations, which prepares them for moving on. Good links with local schools ensures that children's interests and needs are effectively met. Links with other outside agencies are strong.

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

Staff are confident of their responsibilities to safeguard children, they know the procedures to follow and fully understand, who to report any concerns to. The designated safeguarding officers provide leadership in this field. All staff complete safeguarding training and the area manager monitors their knowledge through questioning and discussion. High priority is given to children's safety. Staff ratios are good. Staff are sufficiently deployed throughout the nursery to ensure children's needs are effectively met. Regular and comprehensive safety audits are carried out by management, in addition to staff implementing the policies and procedures to ensure children's safety. The recruitment and vetting procedures help to ensure that all staff are suitable to work with children. Evidence demonstrates that at the time of the inspection legally required records for children's welfare are accurately maintained, such as children's records that document children's preferences and any food allergies. Documentation, such as, medication and accident records are stored confidentially. Daily diaries are completed by the child's key person this ensures a regular two-way flow of information with parents and/or carers.

The provider and management team have a very good understanding of their roles and responsibilities with regard to meeting all requirements of the Early Years Foundation Stage. Through effective monitoring of the educational programmes, the managers ensure that children are provided with a wide range of interesting experiences to support their good progress towards the early learning goals. This involves the manager monitoring the quality of planning and observing staff practice. The enthusiasm of the management team is reflected in the staff practice. The staff team are continually reflecting on what they do to improve the quality of the provision. Supervision and appraisal sessions offer staff support and identify opportunities for professional development. Staff have good opportunities to pursue training and develop their professional skills. The self-evaluation processes identify the nursery's strengths and target plans are in place to secure further improvements. Children and parents are involved in the process, their views are actively listened to and their ideas and suggestions implemented. The recommendations from the previous inspection have been fully met.

Parents are very complimentary about the nursery and make positive comments, such as 'we get good feedback every day' and the 'staff know my child very well'. They comment that staff are friendly and approachable and support children's learning and development very well. Effective partnership working with other professionals involved with children, including those who deliver the Early Year Foundation Stage to the children at other settings, are established. This contributes to children's progression and the smooth transition to their next stage of education.

The Childcare Register

The requirements for the compulsory 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	301659
Local authority	Blackburn
Inspection number	927139
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	42
Number of children on roll	56
Name of provider	Little Acorns Nursery (Blackburn) Ltd
Date of previous inspection	12/05/2011
Telephone number	01254 207 261

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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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