

Elloughton Private Nursery with Little Acorns Limited

88 Main Street, Elloughton, Brough, East Riding of Yorkshire, HU15 1HU

Inspection date	12/08/2013
Previous inspection date	31/05/2011

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

- Older children are highly confident and show very good levels of independence because experienced practitioners in the older children's room encourage them through imaginative techniques to be proud of their accomplishments and abilities.
- The outdoor area provides excellent opportunities for children to freely explore, show high levels of energy and challenge themselves, enabling them to enjoy achievable successes in their physical development.
- There are good partnerships with parents and others who are involved in the care and learning of the children. This ensures that children's emerging needs are well met because they receive relevant support, consistency and continuity in their learning and development.

It is not yet outstanding because

- The coaching and supervision of all practitioners is not yet fully embedded to ensure the quality of practitioners knowledge is consistently shaped and managed in order to support and fully facilitate all children's high levels of learning.
- There is scope to improve examples of illustrations and words displayed in the outdoor learning environments in order to encourage and support children's interests even further in early reading and writing.

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 three rooms and in the outdoor environments. She also observed the snack time and lunch arrangements.
- The inspector looked at children's folders, containing observations and assessment records. She also looked at the detailed planning and evidence of the suitability of staff.
- The inspector looked at documentation linked to managing children's progress and a selection of policies and procedures. She also looked at the self-assessment.
- The inspector completed two joint observations with the manager. She also had discussions with the key persons.
- The inspector took into account the views of parents and children spoken to on the day.
- The inspector held meetings with the manager and proprietor.

Inspector

Caroline Stott

Full Report

Information about the setting

Elloughton and Little Acorns Day Nursery and out of school club registered in 1988. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and it is situated in the village of Elloughton, in the East Riding of Yorkshire. Children attend from local villages and surrounding rural areas. The nursery serves the local area and is accessible to all children. There are large, fully enclosed areas available for outdoor play. Children are collected from schools in Elloughton, Brough, South Cave and Welton.

The nursery employs 14 members of childcare staff including the managing director. Of these, one holds Early Years Professional Status. One has a certificate in education and two are currently enrolled on a foundation degree. Ten hold appropriate early years qualifications at levels 4, 3 and 2. The nursery also employs a cook. The nursery opens Monday to Friday all year round, except for bank holidays from, 7.30am until 6pm. Children attend for a variety of sessions. There are currently 85 children attending, 18 of whom attend the out of school club and 67 of these are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery is a member of the National Day Nurseries Association and receives support from the local authority.

What the setting needs to do to improve further

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

- strengthen the supervision of the toddler room practitioners knowledge of the prime areas of learning by consistently evaluating and monitoring teaching practice to ensure the good quality already achieved is sustained and constantly improved upon
- enhance the outdoor area, for example, with even more wording to create an environment rich in print in order to ignite children's interest in letters and words.

Inspection judgements

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

The nursery's practitioners provide a well-organised environment and stimulating experiences to support children to develop and learn effectively through the seven areas of learning. Most activities are developed from children's interest and enable children to

learn successfully through exploring during their play and experiences. For example, toddlers engage in the hairdressers role-play as practitioner's interaction and guidance extends children's thinking and learning. Practitioners in the older children's room ask open-ended questions and explain activities well; they demonstrate and model ideas and learning. This encourages children to listen and concentrate, and become involved in their learning. For example, older children are absorbed in making a holiday collage and find out about where places are on a globe through discussions and looking at magazines. They enthusiastically talk about similarities and differences in their experiences. Babies eagerly watch practitioners blowing bubbles and are stimulated further as practitioners introduce words, such as 'look' and 'watch' and also promote early mathematical awareness. Practitioners monitor and track children's progress through effective observations and assessments, and this ensures any gaps in children's learning or development are quickly identified and acted upon. Key persons complete assessments of children's progress through completing overview tracking grids and the progress check at age two. The baby-rooms practitioners have a really thorough knowledge of the prime areas of learning and understand how this reflects babies' key skills. However, key toddler room practitioners' knowledge and understanding of the prime areas is sometimes inconsistent to fully promote shaped experiences and respond to all children's individual learning even higher levels of achievement for children. Consequently, overall, children are supported generally well in relation to their age and stage of development.

Children's communication skills are promoted well. As a result, children, including those who are non-verbal and/or in need of support, express themselves effectively to practitioners. Children take them to the area of their choice or point to the item of interest. Toddlers enjoy familiar rhymes that embrace well-known actions and sounds, as practitioners encourage children to join in with repeated refrains and vocalisations. Babies develop sounds, which are repeated by practitioners, encouraging repetition and listening skills relevantly. Babies make marks on paper using crayons and explore treasure baskets; they become deeply involved and motivated in their independent learning. Their curiosity deepens through using all their senses as they handle and move different materials effectively. Toddlers investigate 'lentils and beans' supported by practitioners who introduce words, such as, 'fill', 'empty', 'pour' and 'like the rain', to extend children's vocabulary and confidence in speaking. This also supports them to handle and manipulate different mediums and textures, and develops their hand-to-eye coordination, promoting their physical development. Practitioners inspire children to use loud and quiet voices, and a fast and slow pace in a joint room circle time. This enables children to anticipate and respond to what they hear, imitating sounds, promoting their listening and understanding skills well. Older children are encouraged to self-register and sing independently in front of the group and exhibit their confidence in their abilities extremely well. Older children's handling skills are supported effectively as they use scissors; they confidently cut along lines to cut out the specific item of interest, such as an aeroplane. This exhibits how children use tools safely and effectively, and so develop the skills needed in order to progress and to be ready for the next stages in their learning.

The large separate outdoor areas provide exciting and interesting different well-arranged areas for children to explore freely. For example, a hidden tunnel arrangement through the older children's garden hedge, a climbing station, and digging and growing areas. An arranged obstacle course enables children to have control and demonstrate their physical

skills enjoying the confidence in theirs and their friend's accomplishments. This enables children to gain an understanding of the importance of outdoor play and physical exercise. The toddlers investigate 'treasure' in the sand outside and the gazebo offers the opportunity to build a train track. Children investigate and are curious; they use tools and handle equipment effectively, and show good control and coordination as they move around their outdoor area. The babies explore their area supported by watchful practitioners. However, the outdoor areas offer fewer opportunities for children to notice words, signs and symbols in order to encourage and support their interests in illustrations and print during their play and explorations outside.

Practitioners and parents complete introductory 'parents as partner's' sheets to establish and discuss children's starting points in detail for each room. This helps practitioners to gain an understanding of what children can and can't do and knowledge of their interests. Parents contribute to children's learning and development, through adding their comments about their children's interests and achievements to observations and termly progress reports. Parents can view their children's development and learning file at any time and parent meetings are regular events. Therefore, parents are encouraged to be involved with their children's learning and progress throughout their time at the nursery. Older children's comments are valued as they discuss what they would like to see and do in the older children's rooms through many means, such as questionnaires and circle times. The out of school club has its own student council. This means their views are encouraged and supported.

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

The well-established key person system means the practitioners know the children and their families well. Individual care and health plans are completed for children with additional needs to maintain their well-being and ensure any needs are fully met. Each room displays children's home languages, and these are used to support language development from home into the nursery, so children with English as an additional language learn to communicate well. The practitioners set the room and large outdoor areas up daily with varied activities and experiences. This reflects and support children's current interests and needs, creating a stimulating environment where children engage in their play freely. Children are supported to form secure emotional attachments and appropriate bonds with the practitioners. As a result, children develop confidence and independence, and play cooperatively with their peers and talk confidently with visitors. For example, older children are keen to show off the construction models they have made, such as a church with a pyramid inside. This means children can explain their ideas about their representations successfully.

Older children are highly confident because experienced practitioners in the older children's room encourage them through imaginative techniques. For example, the 'special helper' clarifies the snack routine and guides visitors around the outdoor grounds. The special helper for the day also aids practitioners by setting out the cutlery for lunch and challenging their friends to achieve set tasks, such as 'hopping for a certain amount of times'. This develops a sense of satisfaction and encourages children to pay attention to specific details. Older children are encouraged to think about safety and talk about what is

and is not safe and the consequences that could be incurred. For example, climbing frames and rope swings are freely available outside and children remind their friends not to come too near to the rope swing or use the same rail of the climbing frame. Therefore, children are appropriately physically challenged and show good control in their capabilities. Children are encouraged to manage their own hygiene and personal needs relevantly, and all children are encouraged to wash their hands before food and after toileting. Snack time and lunch time provide important opportunities for children to develop an understanding of healthy practices. A menu offers a wide variety of healthy options, including vegetarian meals. This provides children with the opportunity to understand the importance of a healthy diet and good eating habits.

Children's behaviour is good because practitioners give clear messages to children about acceptable behaviour and manners. Toddlers take home 'well done' slips and older children gain stars and acorns to acknowledge their efforts and accomplishments. This therefore, praises children's abilities and recognises each child's individual endeavour. 'Sam' the empathy doll is used effectively in the toddler room to support quieter children. They move 'Sam' alongside activities to support their settling. This means children are supported to make secure attachments with practitioners and their peers. Sam also goes home with children, and parents complete a diary with photographs and comments to promote positive relationships further between the nursery and home.

Transitions into the nursery are supported effectively through gradual visits and daily diaries support younger children and their families more fully. Transitions from room to room are supported through regular visits, assisted by familiar key persons and transition sheets. Transitions between the different settings children attend are shared through 'daily diaries' and transition forms in order to share information about children's interests and achievements. The nursery supports visits from the local school reception teachers and passes on valued transition forms. These are completed by key persons and parents to establish a well-rounded picture of where children are in their learning and development. This means sharing and providing a two-way flow of information secures continuity of experiences for the children between the settings they attend and supports the transitional period effectively.

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

The safeguarding and welfare requirements are met and monitored effectively to create a safe environment for children. Practitioners have a clear understanding of how to keep children safe and know what to do if they have a concern regarding a child's welfare because they have all attended safeguarding training. Training is regularly updated and specialised local safeguarding courses have been accessed. For example, the baby room practitioners have attended the specific training for safeguarding babies. The nursery ensures only authorised people have access to the children by requesting identification when visitors arrive and permitting only known people to collect the children. For example, they gain passwords and photographic evidence. This along with close supervision minimises any potential risks to children and keeps them absolutely safe. Detailed policies, daily checks and risk assessments are completed for all aspects of the nursery and

outdoor areas in order to ensure children's safety. This means the premises are secure and safety measures are in place to create an environment that is welcoming, safe and stimulating for all children.

The practitioners have a good knowledge and understanding of the seven areas of learning. The planning and assessments are robust and incorporate individual children's interest and next steps in their learning in order to promote their learning and development further. The manager analyses practice, areas of learning and children's development through many detailed graphs and pie charts to monitor children's skills, abilities and progress. Consequently, a broad range of experiences are maintained, offered and evaluated to ensure that children's progress and abilities are accurately understood by their key persons.

Recruitment procedures are robust to ensure practitioners are safe to work with children. Practitioners all complete an in-depth induction and have individual training and professional development plans. They are keen to improve their practice further through completing relevant training and higher qualifications in childcare. The management team completes annual appraisals and regular supervisory observations. However, the coaching and supervision arrangements need to be more consistently monitored so that key toddler room practitioners' knowledge, understanding and practice is rigorously shaped and matched to the individual needs of all children attending, and high quality practice is maintained at all times. The nursery has completed a detailed self-evaluation and identifies strengths and weaknesses and has set targets for improvement. For example, they plan to access different training for the practitioners, such as 'Forest school' and 'schema' awareness. Self-evaluation acknowledges the need to monitor the toddler practitioner's new roles, therefore, evaluating and monitoring teaching practices to ensure the good quality already achieved is sustained and constantly improved upon in order to shape quality learning experiences for children so that they all make maximum excellent progress.

Partnerships with parents are well-established and parents are very happy with the service provided. They are regularly consulted on changes to the nursery and the manager seeks their views through many means. An informative website, parents evening, newsletters and leaflets, noticeboards and wall displays, promote a two-way flow of information. For example, leaflets for the local children's centre that can offer parents support and advice is promoted. Relevant professionals are sought with parental permission to gain specialist assistance for children and families as needed. Therefore, children's emerging or identified needs, and their learning and development needs are effectively met. The manager attends local cluster meetings with other local providers and schools, to share good practice and knowledge for the benefit of children. These partnerships with other professionals are effective in order to provide continuity for children in their care and aid transitions.

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	314622
Local authority	East Riding of Yorkshire
Inspection number	915602
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	51
Number of children on roll	85
Name of provider	Elloughton Private Nursery with Little Acorns Limited
Date of previous inspection	31/05/2011
Telephone number	01482 666055

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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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