

<b>Inspection date</b>	31/10/2013
Previous inspection date	13/02/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

### **The quality and standards of the early years provision**

#### **This provision is outstanding**

- Children are highly motivated and very keen to learn in this inclusive and welcoming setting. They show an excellent level of independence and confidence for their age, as a result of exemplary staff practice and a carefully organised learning environment.
- Staff have an excellent knowledge of how children learn, and provide a rich, varied and imaginative educational programme. Planning fully embraces all children's individual interests which ensures their play enthuses and excites them.
- Excellent partnerships with parents, carers and other professionals are extremely effective at ensuring children make very rapid progress in their learning and development.
- The management team are highly skilled in consistently monitoring and evaluating all aspects of the provision. Their dedication to providing the best quality childcare for all children motivates staff to work very effectively together, to ensure children benefit from a continually improving provision.

## 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 children's activities in the lounge, Little Hedgehogs room, Little Rabbits playroom, dining room, Little Badgers sun room and the garden.
- The inspector held a meeting with the management team and spoke to managers at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took into account the views of parents and carers spoken to on the day.

## Inspector

Carly Mooney

## Full Report

### Information about the setting

Acorn Childcare, Spalding was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a large Edwardian town house, close to the centre of Spalding, Lincolnshire. The setting operates as childcare on domestic premises. The provision serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The setting employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3. The principal holds a level 4 qualification in early years development. The setting opens Monday to Friday all year round, except for two weeks at Christmas. Sessions are from 7.45am until 5.45pm. Children attend for a variety of sessions. There are currently 72 children on roll, all of whom are within the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

### What the setting needs to do to improve further

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

- consider enhancing the excellent opportunities for children to see their home language by extending the meaningful words displayed around the setting.

### Inspection judgements

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

Staff have very high expectations of all children and endeavour to give them the best possible start in life. They flourish and make rapid progress in their learning due to the exciting and highly stimulating setting and excellent support they receive from staff. Planning truly embraces children's thoughts and ideas, so that activities are fully centred around their interests. For example, children's increasing interest in books and in particular, a popular children's story about a girl and three bears. This resulted in highly stimulating role play at the three bear's cottage. Staff carefully observe children in their play and talk to parents regularly to find out what they enjoy at home so that it can be used as part of the planning process for individual children. 'Acorn Adventure' books provide an excellent account of children's time in the setting and are regularly shared with parents, so they are aware of their progress. Children's observations and next steps are shared on visual planning boards, to ensure that all staff have an excellent overview of all children in the setting. Highly effective systems to track and record children's progress through the areas of learning are securely embedded and monitored on a regular basis for

their effectiveness.

Staff have an excellent understanding of how children learn and ensure children participate in activities that provide challenge and extend learning. They take full advantage of opportunities that arise that have not been planned for. For example, rain water that has collected in the sand pit cover is turned into a fishing lake. Children's hand and eye coordination is encouraged as they use rods to fish the toys out of the water and children thoroughly enjoy the activity. Children are also encouraged to learn vital problem solving skills and independence from a young age. For example, a group of pre-school children work very well together as a team with very little adult intervention to build a dark den. Some hold poles steady, as others work out how to slot them into the right connection. They persevere well until satisfied that it is fitted correctly. Staff encourage and support children's thinking skills by asking, 'How could we make the pieces fit?' when the wrong connection is selected. There is a vast selection of materials to support drawing, writing and reading skills, including a very diverse selection of books. Staff make reading stimulating, interesting and enjoyable right from the baby room where babies show a very clear interest in books. They select the books they enjoy and confidently approach staff to look at the books together. Activities, such as these means children are gaining a vast range of skills that will support them superbly in their future learning and their progression into primary school.

Children who speak English as an additional language are very well supported within the setting. A bi-lingual member of staff is used highly effectively to communicate with families during the settling-in process and at parent meetings. She speaks to children both in English and their home language so that they have frequent opportunities to hear their own language during their play. The management team are now further developing this excellent practice by using the knowledge and skills of the bi-lingual member of staff to ensure labelling in other languages is meaningful. Staff are highly experienced in working extremely closely with children's families and outside professionals, to fully provide for children's individual needs.

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

Children are highly respected as individuals and staff demonstrate a superb knowledge and understanding of individual children's care and learning needs. A highly effective key person system means that staff get to know children and their families extremely well. They speak extensively about all children and show a deep appreciation for their diverse backgrounds. Thorough discussions with parents and the written information gathered at the beginning of children's placements, means that staff can plan very effectively for each child right from the start. Young children's emotional development is excellently promoted as they develop secure, trusting relationships with staff. For example, babies and toddlers are cuddled closely when they are tired, upset or need reassurance, which ensures their emotional needs are continually very well met. Individual routines for sleeping and eating are fully adhered to at all times. Soft furnishings in the lounge provide a superb, 'home-from-home' environment, which helps young children settle.

Highly effective handover systems are established within the setting, as children progress and move to new base rooms. Children transition gradually to ensure a smooth process and new information is gathered from parents. This ensures that new key persons can meet children's current needs and develop a hugely effective relationship with parents. Excellent relationships have formed with local schools children attend. Staff liaise closely with Reception teachers and children are invited to special events, such as a nativity play, to aid a smooth transition.

Children are extremely well nurtured and cared for exceedingly well by kind and caring staff, which results in calm and highly confident children who are excited about spending time in the setting and being with their friends. Children's needs are consistently superbly met and staff praise and consistently acknowledge their progress and achievements, which encourages high levels of self-esteem. Behaviour is excellent. Staff set extremely clear boundaries for children's behaviour using photographs of expected behaviour and rules in the setting, acted out by the children. These include, knowing when to say sorry and sharing with our friends. Children follow the rules of the setting very well and have learnt through clear guidance and understanding of these to say, 'no thank you' firmly, when they wish another child to stop doing something they are not happy about. Children behave very responsibly in the setting, such as walking carefully and sensibly through the kitchen on their way to the playroom. They develop a highly defined awareness of keeping themselves safe, as they understand, for example, that ovens are hot.

The setting is extremely well resourced and organised to promote children's independence. Children from the age of two, move freely between indoor and outdoor play areas as they wish and select resources to support their play. Children spend quality time and are physically active as they run, ride and climb in the highly stimulating and attractively resourced garden. Older children participate in structured physical education lessons in preparation for school. Children's awareness of healthy eating is very well promoted by the provision of varied and interesting meals and snacks prepared thoughtfully by the highly skilled chef. Fresh produce grown in the garden is often used in meals and foods that incorporate the cultural backgrounds of the children attending are also included. Children very effectively learn to take care of their own care needs, following clear, thorough routines for hand washing and are encouraged to fasten shoes and zip up coats independently. Nappy changing procedures are appropriate and the use of individual flannels in the bathrooms helps to prevent the spread of infection.

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

A highly effective and extremely passionate management team work rigorously together to consistently provide a top quality provision. Staff have developed a very robust understanding of their responsibilities in meeting the learning and development requirements and frequently access training to continually enhance the highly effective skills and practices that are already in place. There is a very effective system for regularly

monitoring practice and seeking the views of parents to ensure the setting is always evolving and improving. Professional development of all staff is supported extremely well and regular supervisions and appraisals are also used as part of the ongoing reflection of the setting and its needs. As a result, staff are enthusiastic, motivated and morale is high. Thorough systems for self-evaluation highlight the settings strengths and areas for development and are used as an ongoing and highly valuable tool to enhance the excellent care provided.

Highly robust strategies are in place to safeguard children, strengthened by very secure partnerships with families and other agencies. All staff are trained to a very high level and have an excellent understanding of local safeguarding procedures. They demonstrate confidently, through discussion, that they know how to identify and report concerns that they may have about children in their care. Superb systems for the recruitment and vetting of staff, helps to ensure children are cared for by a suitable staff team. Thorough induction procedures, enable staff to have a clear understanding of their roles and responsibilities and the general running of the setting. Staff are very well deployed around the setting and correct staff to children ratios are maintained at all times. Highly comprehensive risk assessments, ensure children play in a safe and secure environment. The setting is securely maintained and has CCTV, which enables staff to monitor who approaches the house.

Staff have built excellent working relationships with parents and value their active contribution to their children's life, prior to school. Parents are consistently informed of their child's progress and are constantly provided with thoughts and ideas about how this learning can be supported at home. Staff demonstrate a very good understanding of the benefits of working closely together to meet children's needs. Parents speak very highly of the setting and cannot praise it enough. Staff input clear processes for sharing information with other early years providers, to promote children's learning and welfare to an extremely high standard. Partnership working with other professionals and agencies is very well established and used to highly effectively support children with additional needs when required.

### **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

<b>Unique reference number</b>	EY379855
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	941096
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childcare - Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	72
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13/02/2013
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

