

Little Acorns

Berkshire Guide Centre, Windlesham Road, BRACKNELL, Berkshire, RG42 1GG

Inspection date	13/12/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 are happy and have fun. Children have warm relationships with the adults who care for them and who get to know them well.
- Staff understand children's starting points and provide them with a broad range of learning and play opportunities to enhance their development in all seven areas of learning.
- Children are very well behaved and engaged in their play.
- The nursery has highly effective partnerships with other professionals. Parents are positive about the care their children receive.

It is not yet outstanding because

- Opportunities for children to further extend how they create role-play environments are not yet fully established.
- Staff miss opportunities at times to read to children at an individual and group level and there are fewer books that depict children's home languages.

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 engaged in conversation with children, parents and staff.
- The inspector observed children in their play and in their relationships with staff.
- The inspector sampled the nursery's documentation and children's development records.
- The inspector took part in a joint observation with the manager.
- The inspector read the nursery's self-evaluation document and took this information in to account.

Inspector

Aileen Finan

Full report

Information about the setting

Little Acorns Nursery is situated at the Guide Centre in Bracknell, Berkshire. The nursery partly follows the Montessori ethos. It registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two nurseries owned by the same directors. The nursery opens each weekday during the school term and offers children morning, afternoon and all day sessions between 9am and 3pm. Care of the children takes place in a large hall with children having access to an outdoor area. The nursery is in receipt of funding for children aged two, three and four years of age. The nursery supports children with special educational needs and/or disabilities and those children speaking 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:

- build on role-play resources to support children's imaginations further and encourage them to plan role-play areas in line with their emerging interests
- extend the use of the books available to support children's own language and offer a variety of print to enhance learning through story time on an individual and group basis.

Inspection judgements

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

The nursery provides a stimulating environment for children. Staff offer a wide variety of learning opportunities through planned activities and freely chosen play and resources which span all seven areas of learning. Staff demonstrate a very good understanding of the learning and development requirements of the Early Years Foundation Stage. They have a good knowledge of children's development and are confident in their teaching and interaction skills. Staff have a secure understanding of children's progress because they are aware of children's starting points and are confident to build on these and develop children's interests further. Planning centres on the individual child and, as a result, overall children are making good progress in their learning.

Staff engage with children well. They use their effective teaching skills to promote children's development. For example, when a child asks a staff member to make a paper aeroplane she confidently extends her teaching skills to meet the child's needs and follow their abilities. The staff member gives instructions that are clear to follow. Discussions take place about choice and colour of paper. Children's achievements are positively

encouraged with words of praise. Staff use further discussions develop and extend language. The child explains that the plane is landing in 'England' and that the child is travelling with his mum, dad and brother. New words such as 'pilot' are introduced and used in context and physical skills to develop pencil control are supported as the child draws windows on his plane. This good practice helps children to promote their language and communication further and be confident in their suggestions.

Children are eager to read and share books. Staff are proactive at using puppets to enhance this and meet in small groups for story time. Occasionally, however, staff miss opportunities to share books with children on an individual and group basis and there are fewer books that promote and acknowledge print in the home languages of some of the children attending. Nevertheless, children are making good progress in their language and communication as demonstrated by the tracking system that the staff follow. Staff are gradually introducing children to Montessori approach resources that further promote their social and emotional skills, independence and encourage their life skills through chosen play.

Children have positive relationships with their key person and are therefore happy at the nursery. Their progress is shared regularly with parents so that they understand their children's achievements. Parents comment that their children are making good progress and that they are provided with information about how they can support children's learning and welfare at home.

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

Children are very happy at the nursery. They enjoy a broad range of play resources indoors and outside and are engaged in their learning. Children have warm relationships with staff and are confident to approach them for help and support when they need it or to invite the staff into their play. This demonstrates children feel safe and content in the care of those looking after them during the day.

Children behave very well and are content to play on their own or in small groups. They adapt their play to form relationships with one another. For example, children playing with the cars and garage take turns to manoeuvre their car along the ramp and laugh together as they mimic the noises of the car engines. The outdoor environment offers space and resources to promote children's physical development. They have fun riding in their cars and demonstrate that they know what to do when they see the 'stop' sign. Other children construct outdoors and draw pictures. Regular time outdoors means that children benefit from fresh air and physical play as well as the opportunities to broaden their learning and development. Staff also extend children's learning by encouraging them to be independent in putting on coats and outdoor shoes. This also supports their skills for the future and their readiness for the next stage in their learning.

Staff are very skilled in supporting children's needs and in providing a strong base for them to develop secure emotional bonds. As children play imaginatively staff interact with them well. As a child pretends to be speaking to someone, on the phone, the staff

member asks who he is talking to and the child responds 'I'm calling mummy'. Another staff member plays a game of doctors with the children. She teaches them about wrapping bandages and asks the children what may be wrong with her. 'It's your ear' a child responds. Another child adds 'I think you need medicine'. Staff reinforce how the children use their imagination to extend their game. This promotes their personal, social and emotional development as well as supporting their language and communication. However, resources to extend and adapt the role-play further are less readily available. Nevertheless, children have fun and engage well.

Children enjoy nutritious and healthy snacks provided by the nursery. Staff understand and adhere to children's dietary needs, preferences and allergies. Children are aware of the importance of hygiene, health and safety as they willingly go off to wash their hands. They choose their plate and cup and sit down carefully at their seats to eat snack. Children are careful when pouring their milk. Discussions take place about healthy food types and children talk about what they enjoy eating. A child asks if she can help to wash up afterwards and the staff member happily obliges her as they wash and dry together.

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

Staff at the nursery demonstrate a good understanding of the safeguarding and welfare requirements for the Statutory Framework for the Early Years Foundation Stage. They are aware of the procedures to take should they have a concern about a child in their care. All staff complete safeguarding children training as part of their induction process. The nursery implements robust policies and procedures, which staff adhere to in their daily practice. These policies are shared with parents by hard copy or CD Rom, so that they understand the procedures that support their children's health, well-being and safety at the nursery. Risk assessments of the environment, both indoors and outside further promote children's safety.

The leadership of the nursery is strong. Recruitment procedures are effective. The manager conducts suitability checks as required and follows up references appropriately. This good practice helps to ensure that the adults working with children are suitable to do so. Staff are aware of their individual roles. They have a positive relationship with parents. They support parents in helping them to understand about the activities they provide for children. Parents meet with key person staff to discuss their children's individual routines and needs prior to them starting at the nursery. Therefore, staff have a good understanding of children's starting points and can plan for their interests effectively. This helps children to meet their full potential and settle well. Parents are very positive about the care their children receive. They explain that their children are making good progress in their language and are happy to attend. Parents add that staff are friendly and supportive. Established partnerships with others, including the local authority and speech and language therapists, and links with local feeder schools make a valuable contribution to meeting children's needs.

The nursery uses a balance of Montessori and more traditional resources and activities.

Staff are experienced and motivated. They work well together. The assessments that staff make of children's achievements are consistent and precise. Children's language development is closely monitored along with all other aspects of their development. Staff have an accurate understanding of children's achievements and can make timely interventions for any gaps in their learning. Therefore, overall, children are making good progress in relation to their starting points.

Staff have effective systems for evaluating their priorities and are confident to demonstrate and highlight their strengths since the nursery opened. They take into account the views and suggestions of parents and the individual needs of the children who attend to inform themselves of future training for example. Likewise, the nursery has been proactive in adapting the environment to better suit day-to-day practice.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY464703
Local authority	Bracknell Forest
Inspection number	922567
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	16
Name of provider	Little Acorns Montessori Limited
Date of previous inspection	not applicable
Telephone number	01344859933

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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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