

Acorn Academy Day Nursery

211 Lincoln Road, PETERBOROUGH, PE1 2PL

Inspection date

Previous inspection date

04/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- The nursery recruitment procedure does not ensure that all those working within the nursery are suitable for their roles and does not take account of safer recruitment procedures. This does not adequately protect children or help them make the best possible progress in their learning.
- At the time of this inspection, there was no manager on site, no deputy in post and no designated person for safeguarding, which left the staff team and children vulnerable.
- The owner and manager lack understanding of the requirements of the Early Years Foundation Stage; the nursery cannot run smoothly or promote children's learning.
- There is no lead practitioner trained in behaviour management and no one in the nursery has this expertise. Consequently, children's behaviour is not managed skilfully to ensure they learn positive ways to interact.
- Wider partnership working arrangements are not in place. This does not prepare children well for transitions or develop beneficial professional relationships.
- At times, staffing levels within the nursery do not meet the needs of children. This leads to disruptive behaviour and practitioners feel overwhelmed and unsupported.

It has the following strengths

- The high-quality resourcing and nursery environment offers children welcoming surroundings in which to play.

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 each of the base rooms and the outdoor area.
- The inspector held a meeting with the owner of the provision and spoke to children's key persons during the inspection.

The inspector looked at children's records, planning documents, evidence of suitability of practitioners working within the nursery and a range of other documentation.
- The inspector also took account of the views of one carer spoken to on the day.

Inspector

Deborah Hunt

Full Report

Information about the setting

Acorn Academy Day Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purposely adapted premises in central Peterborough. The nursery serves the local area, is accessible to all children and there is an enclosed outdoor play area. The nursery employs eight members of childcare staff. All except one hold an appropriate qualification at level 3 or above. One member of staff holds a qualification at level 6.

The nursery is open Monday to Friday from 8am until 6pm, all year round, except for one week at Christmas and bank holidays. Children attend for a variety of sessions. There are currently 27 children attending who are in the early years age group. The nursery 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. The nursery receives support from the local authority.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirement Notice with a completion date of 6 December 2013 requiring the provider to:

ensure that all practitioners have the necessary qualifications, training, skills and knowledge to provide them with a clear understanding of their specific roles and responsibilities and that the recruitment procedure is rigorous and robust.

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that there is named deputy who is capable and suitably qualified to take the place of the manager when necessary
- designate a practitioner who has completed a child protection training course to take the lead responsibility for safeguarding children in the nursery and ensure that such a person is available at all times to provide support, advice and guidance to any other practitioners on an ongoing basis and on any specific safeguarding issue as required
- ensure that staffing arrangements meet the needs of the child and that staff deployment is effective
- ensure that ongoing assessment does not entail prolonged breaks from working with children or excessive paperwork but is effective and is used to shape learning experiences for each child so that they make good progress
- ensure that a named practitioner responsible for behaviour management has the necessary skills and expertise to advise other practitioners and access professional support when needed
- provide regular, effective supervision for all practitioners to provide support, coaching and training and create a culture of teamwork and continuous improvement to ensure children make progress and practitioners feel valued and listened to
- monitor the quality of the educational programmes to ensure that practitioners are accurately tracking and evaluating children's learning and development
- consider the individual needs, interests and stage of development of each child on

entry to the nursery to ensure that planning for their early progress is effective and accurate

- assign a key person to each child as they start attending the setting and ensure that parents and practitioners are aware of who this is and what their role involves
- prevent the spread of infection by ensuring that fresh drinking water for children is hygienically offered and children do not share drinking cups
- take reasonable steps to ensure the safety of children on the premises in the case of fire or any other emergency, for example, by ensuring that all children are aware of and have practised the emergency evacuation procedure so that they know what to do in the event of an emergency.

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

- develop relationships with local schools, the children's centres nearby and other local early years settings to ease children's transitions
- improve the educational programme for understanding the world, to offer children opportunities to become familiar with different people and places and become acquainted with their local community
- develop a system of self-evaluation and reflection, which is rigorous and takes account of the views of other professionals, children, parents and staff to enable their thoughts and ideas to contribute to the development of the provision.

Inspection judgements

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

The manager does not know and has not made any attempt to undertake training in the Early Years Foundation Stage. She is not aware of the new requirements, which does not enable her to lead the nursery team in delivery of the educational programmes. Most practitioners have a sound understanding of the revised Early Years Foundation Stage to enable them to help children make some progress in their learning and development. Children's learning to date is not routinely gathered on entry and their key person is not identified to either parents or practitioners as they start. Practitioners gather information verbally from parents during the induction period and make their own assessments based on their prior knowledge and experience. The standard of recording in children's learning journals is poor in some areas of the nursery and acceptable in others. This variation in quality is because the manager does not oversee the quality of completion or monitor

children's progress. Practitioners do not receive guidance on any improvements they may be able to make which further affects the extent of progress children make towards the early learning goals. Planning is carried out to a good standard for babies and toddlers, but the pre-school supervisor is not planning at all for the older children. This means pre-school practitioners are confused about how to relate activities to promoting children's learning. Within the pre-school team there is a mixed standard of skills and expertise. Those who are capable are underutilised and are demotivated. Others are visibly unable to offer children the required level of support to make progress in their development. They autonomously offer learning opportunities for their key children and many activities lack depth and challenge. For example, children are offered a painting activity and haphazardly make use of the various craft resources on offer. Practitioners interact spasmodically with them but do not successfully promote their understanding of related language or encourage them to use their imaginations. Children sit on the floor and play with limited resources, such as puzzles and dolls and the practitioner sits and watches but does not show any interest in them other than to manage a dispute. Children's interests are taken into account when decisions are made about activities to be offered. Nonetheless, because practitioners are often involved in managing behaviour or care routines, older children wander off and do not become deeply involved in their learning. Observations undertaken are used to plan for children's next steps, enabling them to make some progress.

The nursery has not provided care for any children with special educational needs and/or disabilities. They cater for many children who speak additional languages, many of whom speak little or no English on entry to the nursery. Key words are sometimes gathered for children from parents, but these are not reflected within the environment and practitioners do not use them routinely to support children's understanding. Additionally, resources do not offer children familiar wording or the opportunity to use their home language in their play and learning. As a result, levels of frustration for some children are high and this is reflected in adverse behaviour. Practitioners struggle to manage these outbursts, partly because of the staffing levels and also because children do not understand what they are being told. This has an adverse effect on their ability and willingness to engage in active learning. For example, a pre-school practitioner comforted a child who was hurt by another child, and tried to manage other children involved in a gluing activity. Another child was hurt at the other end of the room, and as the only other practitioner was out of the room carrying out nappy changes, it was difficult for the practitioner to offer children the support they needed. The practitioner appeared calm, but harassed and tried additionally to manage two other children who were being disruptive. This did not enable other children to settle or enjoy the activities on offer and practitioners reported feeling overwhelmed by what is expected of them.

Simple pleasures brought older children enjoyment and language barriers disappeared for a while as they joined a practitioner with a balloon. Children ran about looking up and anticipating where the balloon would fall. After a few turns, they learned that it only needed a gentle tap and altered how hard they hit it. The practitioner offered them some new associated vocabulary and children called out 'balloon' and 'orange' as they darted about laughing together. Babies relish the freedom of playing on their tummies on the floor, capably supported by a practitioner. She was able to teach them how to make an interactive toy work and encouraged them to explore how to make the carousel turn. The baby chuckled as they pressed the button and watched it spin. Pre-school children and

toddlers develop manual dexterity as they use scissors to cut with and twist glue sticks. They add feathers, jewels, material and different paper to create brightly coloured artwork and practitioners offer them new vocabulary and praise their efforts. Children across the nursery begin to develop a love of books and reading as they look forward to hearing their 'book of the week'. Babies are introduced to books as they explore sensory and interactive books. These activities offer children some opportunities to develop some skills in readiness for school or future learning.

Children enjoy active physical play in the stimulating and well-resourced outdoor play area, where they run up and over the hill, visit the wooden theatre and ride on a variety of sit-and-ride toys, scooters and trikes. They experience risk and challenge as they clamber up and through the climbing frame and explore making marks with coloured chalks on the path and blackboard. Practitioners take resources outside for younger children and babies to facilitate time spent in the fresh air and with older children and siblings.

The nursery seeks to include parents in their children's lives at the nursery through various initiatives. There are plans to hold a parents' meeting twice a year, one of which was held in July of this year. There is a 'Parent tree' in the pre-school and toddler room and parents are invited to add leaves detailing what their children have been doing at home. Comments added are used to inform planning to support children to make progress. Key persons discuss ideas for parents to try at home to extend their children's learning. Additionally, a 'My Special Times at Home' form is given out for parents to complete. These initiatives demonstrate the nursery's commitment to developing close links between the nursery and children's home lives.

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

A number of children display challenging behaviour which is not effectively managed by practitioners. This allows particularly challenging boys to feel they are in charge and creates a disruptive and unruly atmosphere within the older children's room. As a result, other children's play and ability to concentrate is adversely affected and some children appear overawed by the actions of these boys.

Children develop close and trusting relationships with practitioners and turn to them for reassurance and comfort during the nursery day, particularly in response to the disorganised environment. Children rely on them for guidance and support and seek them out in their play to support their emotional well-being. However, because staffing levels are inadequate, children become upset as staff come and go between the two rooms in use. Practitioners work hard to offer children a positive nursery experience. During initial discussions with parents, practitioners find out details to ensure they can meet children's specific care needs and ensure their welfare. Individual routines are followed for babies and younger children and families are encouraged to bring in favourite blankets and comforters. Babies sleep in a restful sleep room, in new cots with their own bedding. Older children rest peacefully on low fold-out beds, blissfully unaware of the noise going on around them in their room.

Children have daily opportunities to play in the fresh air through use of the well thought

out and innovative outside play area. This gives them opportunities to freely express themselves and they learn to coordinate their bodies through physical movement. They pedal, skip, run, climb, stretch and turn their bodies. However, children do not experience trips into their local area, or further afield to widen their experience.

Children are not protected from the risk of infection or learn about good hygiene as the beakers they use are all the same colour and are replaced on the tray after use. Consequently, children often drink from beakers already used by other children. They are offered foods which satisfactorily meet their individual needs. They learn that mealtimes are social occasions and begin to learn to feed themselves. Water is available to children all day. Risk assessments are completed daily at the beginning and end of the day, covering each area of the nursery. Accident recording is carried out and sent to the manager for her final signature to ensure that evaluation of the event has taken place. However, there are some missing signatures in the filed copies which do not provide reassurance that this is happening at all times. Children each have a red or green edged placemat to denote whether they have food allergies or preferences. However, children's specific dietary information is not listed in the kitchen to ensure that food prepared meets their individual needs. Children learn self-help and self-care skills as babies begin to pull themselves up and older children put on coats and shoes before going out to play. Their independence and awareness of how to live a healthy lifestyle is further promoted as the nursery have introduced teeth brushing after meal times. Children are developing an adequate understanding of risk and how to keep themselves safe. For example, they hear practitioners tell them not to run inside and know to remain seated while they are eating. However, not all children have had the opportunity to practise an evacuation procedure which does not ensure that they know what to do in the event of an emergency.

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

The owner and manager of the nursery display an inability to understand the learning and development and safeguarding and welfare requirements and children's progress is compromised. Although some practitioners have the required knowledge and understanding, ineffective leadership means there are significant weaknesses in the nursery. These practitioners are not listened to and their views are not usually taken into consideration by the owner or manager. This situation has a significant impact on outcomes for children. Not all safeguarding and welfare requirements are met which adversely affects children's well-being. The manager has no system of self-evaluation with which to judge the nursery's progress. Although the manager has a limited awareness of existing weaknesses, there is a lack of necessary expertise within the nursery to successfully address these in a timely way. This also illustrates the limited capacity there is for continuous improvement without external support and input.

The nursery environment, resourcing and majority of the staff team are an asset to the nursery. However, because of the failings of the nursery owner and manager, there are significant matters, which mean the requirements of the Early Years Register and the Childcare Register are not met. There was no designated person for safeguarding on site at the time of the inspection, no manager on site and no deputy to take charge in her

absence. This left the staff team and children attending very vulnerable, although most practitioners were striving to do a good job under considerable pressure. The majority of practitioners have a basic level of child protection training and know the procedure to follow should they have any concerns about a child in their care. However, no one on the staff team has received training in behaviour management and there is no lead practitioner. This means that staff are unable to ensure that children displaying unwanted behaviour acceptable ways to manage their feelings.

The educational programmes and the quality of teaching and learning are not adequately monitored. The manager is not qualified to undertake this role and the responsibility currently falls to one practitioner who only oversees the completion of learning journals. However, the manager does not give the practitioner sufficient non-contact time to carry this role to the required standard. This means that no one within the nursery is experienced enough to assess or monitor the quality of teaching, or delivery of the educational programmes, within the nursery.

The nursery owner and manager do not understand what constitutes a safer recruitment procedure. As a result, the process followed does not rigorously ensure that those appointed are suitable for their roles. There is no suitable programme of continuous professional development to ensure that practitioners continue to develop and improve their existing skills and knowledge. The manager does not conduct regular supervision meetings and has not introduced a system of annual appraisal. As a result of this, and other contributory issues, practitioners do not feel supported, valued or listened to.

Partnerships with parents are friendly and supportive. However, the manager has not developed links with other providers or schools to enable the nursery to offer children continuity in their care and learning. Children who speak English as an additional language are offered insufficient support by the manager and practitioners. Key words are gathered but not used by their key persons or displayed around the nursery and practitioners do not speak all languages spoken by children attending. The manager has not ensured that resources are provided to support children to use their home language in their play and learning. This does not help them feel included or valued.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- ensure that no individual who is unsuitable to work with children has unsupervised

access to a child receiving childcare (compulsory part of the Childcare Register)

- develop effective systems to ensure that the registered person, the manager and any person caring for, or in regular contact with, children has skills and experience suitable for the work (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register).
- ensure that children receiving childcare are kept safe from harm (voluntary part of the Childcare Register)
- ensure that no individual who is unsuitable to work with children has unsupervised access to a child receiving childcare (voluntary part of the Childcare Register)
- develop effective systems to ensure that the registered person, the manager and any person caring for, or in regular contact with, children has skills and experience suitable for the work (voluntary part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register).

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	EY453516
Local authority	Peterborough
Inspection number	912639
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	27
Name of provider	Mohammed Haseeb
Date of previous inspection	not applicable
Telephone number	07861 900 904

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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.

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.

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