

Acorn Day Nursery and The Primary Club

Forestdale Primary School, Woodpecker Mount, Pixton Way, Croydon, Surrey, CR0 9JE

Inspection date	02/12/2013
Previous inspection date	11/09/2013

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 enjoy a good range of activities and experiences that help them make good progress in relation to their starting points.
- Children develop good communication skills because the quality of teaching is good and staff use questioning skilfully to help children to think.
- The manager and staff team work well together to monitor the effectiveness of the service and identify areas for improvement that enhance the outcomes for children.
- Parents are effectively involved in their children's learning and development because there is good two-way communication with their key person.

It is not yet outstanding because

- There are fewer resources provided in the outdoor area that promote creative and imaginative 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 made observations of children while playing inside and out.
- The inspector viewed documentation and looked at children's individual records.
- The inspector held discussions with staff and parents.
- The inspector interviewed the owner and manager of the nursery

Inspector

Sarah Morfett

Full report

Information about the setting

Acorn Day Nursery registered in 2004. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is run by Southern Childcare Facilities Limited. The nursery operates from a mobile classroom in the grounds of Forestdale Primary School in Selsdon. There is an enclosed garden area for outdoor play, with use of the playground and field. The nursery is open each weekday from 7.30am until 6pm, 51 weeks of the year. There are currently 25 children attending who are within the early years age range. The nursery provides free funded early education for two-, three- and four-year-old children. The nursery employs seven staff. Of these, six hold a level three childcare qualification. One staff is working towards a degree in early years. The nursery supports children with special educational needs and/or disabilities. There is also support for 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:

- extend the range of resources in the outdoor area to provide children with further opportunities to develop their creative and imaginative play.

Inspection judgements

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

The nursery operates an effective key person system that ensures both parents and children get good support. The key person talks with parents when children start to gain a wide range of information about the children. For example, the parents complete an 'all about me' form for their child. This includes details of children's likes and dislikes, their abilities, home language, familiar words and family background. Staff use this information to find out where children are in their learning and development. Key staff demonstrate a good knowledge and understanding of the children in their care. They make regular observations of the children and evaluate these to find out the areas where children need more support. Therefore, staff can tailor the planning to promote children's learning and development. Consequently, children make good progress overall.

Staff provide parents with regular feedback on their children's progress. They discuss various ways that they can support children's continuous development at home. Parents state that the staff support them well. For example, if they have any concerns about their children's progress they can discuss this and are confident the staff will work with them to help their children develop. There is an annual parent's evening, where the key person shares details of children's progress with them. As a result, parents are included in setting

the next step in children's learning. This means parents are effectively involved in their children's care, learning and development.

Staff focus on providing activities that ensure children develop the skills and attitudes required for school or the next stage in their learning. Children enjoy exploring different textures as they play with dough, shaving foam and dried rice and lentils. They use hand and finger control pick up handfuls of the rice and lentil mixture letting it run back into the container. This gives them the control of their hands and fingers that leads to future writing skills. Children enjoy singing and gain confidence as they are asked to choose their favourite song and sing this in front of the other children. They receive praise from staff and the other children for their efforts, who give them a round of applause. This promotes children's confidence and they gain good self-esteem. Staff use skilful teaching methods as they interact well with the children to promote their learning and development. They name shapes and colours as children use shaped stepping stones. On occasions, the staff say 'I don't remember what shape this is, can you tell me?' Children shout out the name of the shape, which reinforces their learning. Staff promote children understanding of what happens now and next as they get ready for dinner. They say to the children 'It is 11.30am, what do we do next?' The children know this is dinnertime and say we wash our hands. This helps children to understand the routine, which prepares them well for school.

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

Staff foster children's physical and emotional well-being well. Children are happy, settled and have good relationships with staff. Children move about the nursery making choices about what they play with confidently. There is a broad range of toys and resources that are easily accessible and a suitable balance of adult led, and child initiated activities to promote learning. Children, have opportunities to play outside during the session. However, the space available, limits the range of activities that children can take part in. For example, they have less opportunity to be creative and imaginative outside as there are fewer of these resources readily available. They use equipment that promotes their physical skills well and show that they have good coordination and can control the bikes well as they zoom about.

Staff manage children's behaviour with effective and age appropriate strategies. They talk quietly to them about why the behaviour is not acceptable. Staff model good behaviour well, by saying 'please' and 'thank you' which prompts children to learn good manners. For instance, just before dinner the children get their water bottles from a nearby table. The children recognise their names on the bottles and some children are able to find the bottles for the younger ones. They say 'Look, that says your name' the other child says 'Thank you' in response. This shows that the children know how to be kind and polite to each other promoting a culture of respect for everyone. This makes children feel valued and as a result, they gain strong sense of belonging.

Children show their understanding of good hygiene routines as they wash their hands before they have their snack. They enjoy a healthy range of food, as there are vegetables with all meals and fruit at snack time. Staff cater for all types of dietary requirements. If

children have an allergy or cannot eat some foods because of religious reasons, these are clearly recorded. The manager liaises with the school to ensure an alternative is available. The manager buys other supplies, such as soya milk and yogurts and extra fruit to supplement the food provided by the school catering team. There are secure systems in place to ensure all staff are aware of the children's dietary needs. This means that they meet children individual needs well.

There is a good range of equipment in place to ensure children's safety. For example, there are finger guards on all doors to prevent accidents and gates are in place to prevent children accessing areas where there may be hazards. Staff use effective teaching methods to help children learn about being safe. For example, they remind children about the rules and reinforce this by asking children 'Why must you not run inside'? The children reply that it is dangerous and they may fall over. Consequently, children begin to learn to assess risks for themselves.

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

The management and staff team have a secure understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. There is a thorough safeguarding policy and procedure in place. Staff know how to implement this should they have a concern about a child in their care. Ratios are maintained, and children are well supervised at all times. Required records to support children's welfare, such as policies about illness, are up to date and implemented effectively. Staff carry out regular risk assessment of the premises to ensure children can play in safety. Staff demonstrate a good understanding of the safeguarding procedures and the setting's whistle blowing policy. They know what to do if they have any concerns regarding the conduct of a colleague, by informing the designated safeguarding officer, who is the manager. This means that staff are fully aware of their responsibility to safeguard children.

Recruitment and vetting systems are robust and well established and ensure that staff are suitable to care for children at all times. The manager monitors staff performance regularly. All staff have supervision every eight weeks, where they discuss their key children with the manager. This is so they can seek the additional support for those children who need it. They discuss any issues within the setting and address any training needs staff may have. Staff state they have regular opportunities to attend training and things like their first aid and safeguarding training are always kept up-to-date. Some of the team are working towards the next level of their qualification and one towards an early years degree. Staff say that they are well supported by the management to obtain their qualification, which enhances their practice.

The management and staff team demonstrate a secure understanding of their strengths as well as areas for further development. Staff are included in the evaluation procedures through regular appraisals, supervision and team meetings. They use the Ofsted self-evaluation form to reflect on the service they provide and identify priorities for development, such as developing the outside play area. In addition, the provider has met

actions set at the last inspection. Risk assessments are now used effectively, and the provision of early mathematics is improved. This demonstrates the settings commitment to maintaining continuous improvement. There is a wide range of policies and procedures that are understood and implemented by the staff. This supports them in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage.

The team promotes a positive relationship with parents and other agencies. They have good links with the local authority agencies to seek help and advice for children who have additional needs. They work in partnership parents to support their child's development and ensure they make the progress expected for their age and stage of development. There is an effective two-way communication between parents and staff. This means they get good feedback about their child's well-being each day. Parents report they are happy with the care their children receive and can see their children making good progress.

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	EY262789
Local authority	Croydon
Inspection number	945111
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	25
Name of provider	Southern Childcare Facilities Ltd
Date of previous inspection	11/09/2013
Telephone number	0208 768 3434

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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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