

Little Acorns Day Nursery

Little Acorns Day Nursery, 13 Exbury Road, LONDON, SE6 4NB

Inspection date

Previous inspection date

13/12/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
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	3

The quality and standards of the early years provision

This provision requires improvement

- Staff are kind and caring and have formed positive relationships with the children.
- Children are happy, confident and comfortable in their surroundings.
- Staff have developed good relationships with parents and are consistent in sharing information verbally.
- Children learn about healthy lifestyles through eating nutritional food and having regular exercise.
- Staff have effective procedures in place to help protect children from harm.

It is not yet good because

- Not all children who learn English as an additional language are supported appropriately to ensure that they make progress and can communicate effectively.
- Self-evaluation is not robust so strengths and areas of weakness are not consistently identified to improve children's learning and development.
- Assessments of children's progress are not monitored accurately to enable staff to consistently plan for children's next steps so they make more effective progress.
- At times, staff do not consistently develop babies' spoken language.
- Resources are not always used effectively to engage children's interests, particularly outdoors.

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 group rooms and outdoor area.
- The inspector had discussions with the manager, staff and children and also took into account the views of parents who were spoken to on the day.
- The inspector examined documentation including a sample of children's records and staff suitability records.
- The inspector and the manager carried out a joint observation.

Inspector

Louise Atkins

Full report

Information about the setting

Little Acorns originally registered in 1991 and re-registered in 2013 under the same ownership and management, but as a limited company. It is privately owned and is one of a group of three nurseries in the Catford area in Lewisham, South London. The nursery operates from a large converted detached Victorian house, which is in a quiet residential road. There is a wide front access and there are parking facilities immediately outside. The nursery is also accessible by local public transport services. The nursery is set out over one floor with separate areas for the under twos, toddlers and the pre-school age groups. The baby room has its own enclosed outside play area. Older children have the use of the larger garden and play areas. The nursery is registered on the Early Years Register and also both the compulsory and voluntary parts of the Childcare Register. Opening times are from 8am to 6pm each weekday and for 51 weeks of the year. Children come from the local community and most of their parents travel to work in the surrounding area. The nursery supports children with special educational needs and/or disabilities as well as children who speak English as an additional language. The nursery employs 11 members of staff including the manager and the cook. Of these, eight hold appropriate early years qualifications. Two staff are working towards a relevant early years qualification. All staff hold a paediatric first aid qualifications. The nursery also has visiting specialists who provide sports, dance and drama and Spanish sessions.

What the setting needs to do to improve further

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

- ensure children who learn English as an additional language have opportunities to develop their home language during play and are supported to reach a good standard in English.

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

- improve the use of assessments and how children's progress is monitored by consistently planning how next steps will be achieved
- improve self evaluation to identify strengths and key areas for improvement in children's learning and development
- improve the use of resources to engage all children's interests, particularly outdoors
- develop babies' communication and language further by modelling words and sentences consistently.

Inspection judgements

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

Children are comfortable in their surroundings and enjoy their play. They quickly settle into play as they leave their parents. Most children are making adequate progress in all areas of learning and development. Some staff are able to consistently support children's individual development and learning needs by working with parents and referring to other agencies to support children's learning. However not all children who learn English as an additional language have the opportunity to explore their home language during play. Staff do not always gain words in children's home languages to help them communicate and settle well. This reduces some children's ability to develop their language skills in both their home language and English.

Some staff's assessments of children are not always accurate and thorough. This does not allow all staff to consistently identify where children are developing well, and their next steps in learning. This means children are not making the best possible progress.

Most staff interact well with the children, offering praise and encouragement as they play. Some practice in how to promote learning is good but not all staff are challenging children to further their learning and development. Some staff in the baby room miss some

opportunities to support and develop babies' early language development. For example, when young children pick up pretend fruits in the home corner, staff model the correct pronunciation of a banana. However, they do not always develop children's speech further by talking about the other objects the children are playing with or by adding extra words to develop children's vocabulary. Older children are emotionally prepared for school through the staff's focus on the three prime areas of learning. As a result children are sociable and develop suitable independence and physical skills.

The environment is well resourced and equipment is at the children's level which enables them free access to materials which promotes active learning. However staff do not consistently use these resources to this effect. For example, the natural materials that have been brought in to engage the boys in the garden were not evident during the inspection. This means that the boys are sometimes running around screaming and are not engaged in purposeful play.

Staff have appropriate systems in place to gather information from parents about their children when they join the nursery. This helps staff meet children's care needs appropriately. Key persons keep parents regularly updated with their children's daily routines and encourage parents to share knowledge from home. This sharing of information helps parents to be involved in aspects of their children's learning.

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

Children are happy, comfortable and demonstrate they feel safe and secure in their surroundings. The youngest children form attachments with their key person and other staff as they are offered reassurance and comfort when required. The settling-in process ensures that babies, toddlers and young children are able to settle quickly into the setting.

Staff support children when they are due to move on to school. For example, staff plan activities for children to try on uniforms from the local school and make books for individual children with pictures of their new school. This helps children become familiar with their new environment.

Children are learning about healthy lifestyles as they are given nutritionally balanced meals and understand about personal hygiene routines. The pre-school children are able to access toilet facilities independently and they confidently know to wash their hands afterwards. For example children are heard singing a song about hand washing while washing their hands.

Children play outside regularly and children are able to freely either access the inside or outside area. When outside staff ensure they supervise the area so children do not access the outside gates. Children play outdoors whatever the weather and this helps them develop a positive attitude towards fresh air and exercise. Children are supported to take risks when climbing and this helps them learn about their own safety. The children enjoy building and bouncing on the trampoline. For example, the toddlers sing a jumping bean

song when jumping on the trampoline and this promotes turn taking with the children.

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

The management has an appropriate knowledge of their responsibilities in delivering the learning and development requirements. Staff observe and assess children's progress, however, this is not always accurate or consistent for all children. Planning and assessment are not monitored thoroughly to ensure that children's development is being correctly assessed and plans for children's future learning are implemented consistently. This means that although most children make sound progress they do not make the best possible progress.

Staff have effective procedures in place to help protect children from harm. Recruitment procedures are thorough and staff are vetted to help ensure they are suitable to work with children. Staff all attend safeguarding children training. Child protection is given priority and staff demonstrate a good awareness of the policies and procedures to follow if they have concerns about a child. All members of staff hold first aid qualifications. Staff deal with accidents well, for example dealing with a bump to the cheek with a cold compress, and have appropriate systems in place to record and inform parents of such incidents. Risk assessment is used effectively to minimise potential safety hazards and security measures are sound. The manager makes sure that staff are suitably deployed and that required minimum adult to child ratios are met or exceeded. Staff supervise the children as they play to promote their safety and well-being.

Self-evaluation is not robust or monitored closely by manager and the provider. This means they do not always identify strengths and key weaknesses in the provision or act upon these ongoing, to improve children's achievement over time.

There are strong partnerships with parents in place. Parents receive regular information about their child's progress verbally. Regular parents' evenings, questionnaires and an 'open door' policy by the manager keep parents involved in their children's learning. Parents comment about how happy they are with the nursery, and the information they receive. They also speak highly about the staff and manager and the care provided. The nursery has some links with other professionals involved in children's care and share information about the children. This helps promote continuity in children's learning.

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	EY462362
Local authority	Lewisham
Inspection number	920438
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	47
Name of provider	The Beeches Nursery Group Limited
Date of previous inspection	not applicable
Telephone number	0208 6909507

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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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