

# Little Acorns Day Nursery

Oak House 49a Uxbridge Road, Ealing, LONDON, W5 5SA

<b>Inspection date</b>	11/02/2014
Previous inspection date	18/02/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- The learning environment is organised to afford children access to a range of good quality age appropriate resources that cover all areas of learning both indoors and outside.
- Children enjoy their time at the nursery where their individual needs are well met and valued including those who are learning English as an additional language and/or children who need additional support.
- The provider has created a culture of reflective practice to enable staff to identify their strengths and areas for further development therefore improving the outcomes for children.
- The friendly staff team have forged strong relationships with other professionals including local schools that children attend. This enables them to provide continuity in children's care and learning.

### It is not yet outstanding because

- On occasions some babies have to wait for their snack to be ready which impacts on the development of their social skills.
- Staff do not always position displays so children can easily see them and benefit from them.

## 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.

## Inspection activities

- The inspectors viewed all areas of the premises and observed activities in all of the playrooms and the outside play areas.  
The inspectors looked at a sample of documents including children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a sample of other documentation.
- The inspectors held discussions with managers, completed joint observations with the provider and spoke with staff and children during the inspection.
- The inspectors took account of the views of parents spoken to on the day and views presented in written form.

## Inspector

Helen Steven and Samantha Smith

## Full report

### Information about the setting

Little Acorns Day Nursery is privately owned by Little Acorns Day Nursery (UK) Ltd. It registered in 2008 and operates from two units on the same site, in the London Borough of Ealing. One unit offers care to children aged under two years, whilst the other provides care to children over two years. All children have access to enclosed outdoor play areas.

The nursery is registered on the Early Years Register and provides free early education for children aged three and four years. The nursery is open each weekday from 7.45 am to 6.15 pm all year. There are currently 125 children on roll in the early years age range. Children attend for a variety of sessions. The nursery supports children who are learning English as an additional language. The nursery employs 29 staff who work directly with the children. Of these, 26 hold appropriate early years qualifications.

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

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

- review the organisation of snack times so that babies can enjoy eating at the same time as their peers
- review the organisation of displays, for example to enable children to engage and enjoy photos of family and other special people to further their sense of belonging

### Inspection judgements

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

Children have access to a good range of activities and learning experiences across all areas of learning. Key persons effectively assess children's starting points and monitor their progress throughout the nursery on an ongoing basis. Staff use this information to inform individual planning and produce regular summaries of children's progress including the required check for children aged two years. Key persons support children who are moving on to their next room by visiting with the children and recording information about their current progress. This helps the new staff plan effectively for the children. The special education needs coordinator supports staff in identifying and addressing any additional needs children may have.

Cosy book areas around the nursery encourage babies and children to develop a love of reading. Staff make themselves available to read with them on a one to one basis as well as at circle time. They ask children questions about the pictures and encourage them to predict what will happen next. Staff commentate and ask children questions throughout

the day. Puppets are used to encourage children to communicate. Staff develop inviting spaces that encourage children to chat to each other. For example, children bring their ride on toys into a camouflaged den and talk to their friends. Throughout the nursery children have many opportunities to write and draw. They make sweeping patterns on the large chalkboards and make notes on the clipboards with pencils. Staff encourage older children to label their work and happily show visitors how skilled they are at writing their names.

Children adore role play, they scoop a mixture of water and finely shredded paper into bowls as they pretend to make delicious tomato soup, fruit salads and broccoli that they share with friends, staff and visitors. Staff fuel children's imagination by taking them on a recent visit to the fire station where they not only learnt about the people who help in their community but use the experiences on their return. At the nursery they have sustained their interest in the topic as they continue to explore the theme. They talk about the name of their imaginary fire engine 'Jupiter', attach hoses to their tricycle handles and use wooden balancing equipment as a pump. They consider how they might attach the hose to the water-butt in order to have flowing water. They slide down the wooden pillar pretending it is a firefighter's pole and share their ideas with their friends about putting out the imaginary fire. They carefully change their dollies' nappies and whizz around the environment pushing them in buggies. A well resourced and interactive garden provides babies and toddlers a good range of experiences for them to enjoy such as painting and home corner play. shredded paper, wall mounted abacus' low hanging mobiles

Throughout the nursery children's home languages are known by their key person and there are resources and displays that reflect children's individual backgrounds. Key persons that share the same home language as children provide opportunities for them to develop and use their home language in play and learning.

Children develop an understanding of mathematics as they count through both routines and activities. They sing number songs and count pieces of fruit as they serve themselves at snack time. They explore shapes and colour as they talk about toys and measure as they transfer materials into different containers. They enjoy a game of hopscotch and ponder for a while whilst they decide which number to jump on next.

Babies satisfy their natural curiosity as they investigate the interactive resources available. They push and press buttons, turn knobs and watch and listen in anticipation for the effects of their actions. They enjoy exploring the interactive balls watching as they light up each time they move them along the ground. Staff turn off the lights and babies show great excitement as they discover the different patterns as the balls light up. Children have access to information communication technology as there are computers available. Children take lots of snapshots using the nursery digital cameras. Staff invite visitors to the setting who relate to their themes, for example, a dentist is visiting to support their topic of healthy lifestyles. Outings to the local parks, shops and interesting places within the community extend children's understanding of the world and encourage them to develop positive relationships with community members. Furthermore staff display photos of the visits which helps children reflect on shared experiences. However some displays are not always exhibited neatly or positioned effectively. For example staff have encouraged parents to bring in photos of children's families and special people but they

have positioned some extremely high on the wall with small accompanying text. As a result the children are not able to view and interact with these easily to give them a sense of belonging or scrutinise and talk about the photos.

A mud kitchen and a garden area, with buckets spades and diggers, enable babies and toddlers to explore natural materials and learn about capacity. Babies show their excitement as they engage in a music session with a dance teacher; they copy actions such as clapping, raising their hands up high and wriggling on their bottoms. They laugh and squeal with excitement as they wait for the next song to come on.

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

The effective key person system in place enables children to settle well into nursery and develop secure and trusting relationships with staff who know and understand their needs well. Staff in the baby room are kind and caring in their approach as they spend their time on babies level engaging in their play, consequently, babies feel confident and self-assured in their environment. Each key person has a buddy who knows the children well which helps provide consistency in children's care when their key person is not present. Children have good opportunities to learn about healthy lifestyles. They regularly play outside in well-equipped gardens, where they take part in physical activities, explore natural resources and engage in their own imaginative made up games. They also enjoy exploring music and movement as they take part in weekly dance sessions with the local authority dance teacher.

Older children are currently learning about healthy eating. They go on shopping trips to the local market to buy fresh fruit and vegetables, which they use to help the chef in preparing meals for nursery. Snack times provide a good social opportunity, where children learn to share and help themselves to a selection of healthy food. However, snack time in the baby room is not always organised as effectively to enable all children to sit and enjoy eating their food together at the same time. Children are encouraged to develop their independence skills from a very young age. Older children serve themselves at mealtimes and are aware of the reasons why they need to wash their hands before eating. They tell visitors that if they do not wash their hands they will 'get germs and will be sick'. All children, including babies and toddlers, are encouraged to clear away their plates after meal times and staff quickly praise them for their efforts. Children have the freedom to make choices about their play as they move around their rooms confidently engaging in the range of activities and resources available.

There are good strategies in place for dealing with incidents of unwanted behaviour. Consequently, children's behaviour is generally good. Staff use systems such as emotions pictures with mirrors and star systems to support children as they learn to manage difficult situations. They work together with parents and engage with other professionals to find a consistent approach to managing behaviour. Staff act as positive role models by treating children with respect and children learn to develop respectful relationships with each other. Children develop a good awareness of safety as they are reminded about tying their shoes laces and holding on to the rail when they go up and down the stairs. In addition,

staff talk to them before going on outings to remind them of the boundaries. Children recall how to proceed in an emergency evacuation which demonstrates that they are learning what they do to keep themselves safe.

Children's physical needs are met well. The environment is clean and well maintained and staff use effective hygiene systems, throughout the nursery, which prevents cross infections and supports their good health. Staff regularly change children's nappies and sensitively support children as they gently encourage them to use the toilet or potty. Baby's individual routines are respected and staff happily accommodate further wishes from parents. Sleeping children remain safe because staff regularly check them and ensure there are no hazards.

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

Since the last inspection the provider has returned to her role as the day to day manager of the setting. She has reviewed her staff team and consequently there has been a significant change in personnel to enable her to improve the outcomes for children. The management team have kept parents informed of the changes by email, for example changes of key person. Managers have a good understanding of their responsibilities in meeting the welfare and learning and development requirements of the statutory framework for the Early Years Foundation Stage. Documentation for observing and tracking children's progress is in place. This information accurately identifies when children are working below expected levels of development. As a result staff ensure that appropriate support is put in place to meet children's needs.

Children are safeguarded by the organisation's robust recruitment and vetting procedures, including the successful induction of new staff. All staff have appropriate suitability checks carried out and receive safeguarding training in order to support children's well-being. Managers ensure that all staff, parents and visitors are aware that they cannot use mobile phones in the nursery. A number of staff hold valid paediatric first aid certificates in order to treat children appropriately in the event of an accident. The staff carry out daily checks to reduce hazards to children, for example, prior to taken children outdoors a visual check is undertaken. The management team use information from parents, local authority development workers and staff to evaluate the quality of their provision. They have identified their strengths and weaknesses and have drawn up an action plan to address targeted issues. The provider has successfully addressed all actions raised at the last inspection. As a result they have improved the outcomes for children and they are demonstrating that they have the capacity to maintain continuous improvement. By encouraging a culture of reflective practice the staff are motivated, enthusiastic and clearly enjoy working in the nursery. Successful performance management systems are in place and the managers identify staff training through supervision and appraisal. They monitor planning and assessment by for example, regular room observations gaining first-hand knowledge about what is working well and addressing any issues raised. Room leaders are in the process of implementing peer observations so they can learn from each other.

The staff have a good relationship with parents and those spoken to at inspection feel that any concerns they have raised are dealt with promptly as 'the staff are very approachable'. In addition, there is a complaints procedure in place and records clearly demonstrate that the managers address any issues appropriately in order to ensure the welfare of children. Parents are aware of their children's key persons and receive regular written summaries of their progress. The staff invite parents to make appointments with their key person to discuss this information. In addition the children's learning journals are available in the rooms for parents to access at any time. Initiatives such as parent observation slips, a home scrapbook and opportunities for parents to stay and play at the nursery encourage them to be involved in their children's learning. Parents have access to receive information such as newsletters through electronic mail and there are noticeboards around the nursery providing them with legal and other useful documents. A parents' forum is in place as a further link and all parents receive minutes of these meetings. Staff inform parents about their children's care routines and activities they have enjoyed through written information that is taken home and daily information noted on whiteboards. Parents are complimentary about the nursery and care of their children. For example, they like the warm atmosphere and especially like the outdoor spaces. They feel the staff are 'lovely' and place a lot of focus on children's education such as counting, learning the alphabet, colours and shapes. They like the fact that the children have the opportunity to go on local outings to the park and shops.

The setting also uses the information provided by other professionals well in order to meet the needs of children who require additional support. They contribute information and plan activities to help children effectively to work towards their individual targets. For example, they use shorter sentences to aid children in developing their communication skills. Staff collect some children from a local school and share information with the teachers on a day to day basis to ensure continuity in children's care and learning. The nursery is forging links with a number of local schools that children will move on to help prepare them as they move on to their next stage in learning.

## 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

<b>Unique reference number</b>	EY378122
<b>Local authority</b>	Ealing
<b>Inspection number</b>	908045
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	129
<b>Number of children on roll</b>	125
<b>Name of provider</b>	Little Acorns Day Nursery (UK) Limited
<b>Date of previous inspection</b>	18/02/2013
<b>Telephone number</b>	0208 567 0800

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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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