

# Icklesham Acorn Nursery Limited

High Fords, Icklesham, WINCHELSEA, East Sussex, TN36 4BX

## Inspection date

10/06/2014

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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 staff promote children's communication and language development well.
- Children gain very good levels of confidence and show good independence skills.
- Children's skills in maths and numeracy develop well.
- The staff maintain strong relationships with parents.

### It is not yet outstanding because

- Parents are given good ideas to help support their child's learning at home but are less aware of their child's individual next steps in learning.
- The manager and staff are very aware of how well individual children are progressing but they have not devised successful systems to enable them to monitor specific groups of children to ensure there are no learning gaps.

## 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 the playroom and the outside play areas.
- The inspector held meetings and completed a joint observation with the manager in the nursery
- The inspector looked at some children's records, including their learning assessments.
- The inspector took account of the views of parents.
- The inspector checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation processes.

## Inspector

Sue Taylor

## Full report

### Information about the setting

Icklesham Acorn Nursery Limited registered in 2013, following a change of company name and company status. It operates from a purpose built self-contained building within the grounds of Icklesham Primary School, Icklesham, East Sussex. Children have access to enclosed outdoor play areas. The nursery is open each weekday from 8am to 4pm , during school term times. A breakfast club operates for nursery children and Icklesham school children. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 49 children aged from two years on roll, of these 43 are in the early years age range.

The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery maintains close links with the school. There are seven members of staff, four of whom hold appropriate early years qualifications. The manager has a level 7 qualification and has Early Years Professional Status, and three staff have a level 3 qualification. The nursery operates in line with the Montessori educational philosophy. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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

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

- enhance the sharing of children's next steps in learning with all parents so they can help support these at home and contribute to the assessment process
  
- strengthen the monitoring of individual children's learning by looking to compare groups of children to ensure any learning gaps are quickly identified and narrowed.

### Inspection judgements

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

Staff support children's learning and development needs well. They observe children and assess the progress from their starting points. Through using a national guidance document, the key person identifies how well children are progressing. This means that the key person is able to plan for individual children's next steps for learning, across the seven areas of learning. Staff share detail about children's learning with parents, this may be verbal or from sharing the learning records. Staff encourage parents to let them know about children's achievements at home. There are ideas for activities that parents can do at home to support learning. However, there is less routinely sharing about individual children's next steps so parents can effectively contribute to the learning assessments.

The knowledge that the key person has means they are able to produce informative progress checks for two-year-olds that they share with parents. These reports inform parents about children's personal, social, emotional and physical development as well as their communication and language development. The staff value the positive comments parents make about their child's development.

The staff make good use of children's interests when planning activities and in teaching. This helps engage children and motivate them to be involved. Children confidently make choices about their play and learning. They know to replace something once finished with, for someone else to access. Many of the self-correcting resources enable the children to be responsible for their own learning, with some guidance from staff. Children are very keen to use the specialist equipment to show staff their skills and abilities. This is particularly evident with mathematics and numeracy. Children easily match lengths or directional signs. They reproduce patterns and sort number lines from one to ten. There are early writing materials and tools available indoors and outside, supporting children's literacy skills. Staff promote children's communication and language development effectively. They ask questions that get children to think of an answer other than a yes or no. Staff value what children have to say and engage them in discussions about their play or learning. Children are clearly gaining the skills and abilities they need to support their future learning. There are good processes to help prepare children for going to school. These may include a visit to the school or a visit from the reception teacher, with staff sharing children's learning progress. Children are very confident and enjoy learning.

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

Each child has a named key person and a buddy key person if necessary, depending on their attendance. However, the children develop close relationships with all staff. The key person obtains very useful detail from parents when children start. This helps the staff support new children as they get to know them. The information may be about home languages, how the child elates to other children or responds to new situations. Children's high level of confidence gives them emotional security and motivation to learn and manage any future moves. They benefit from having independence to make choices about their play and learning. They can go to the toilet when they need, with staff encouraging them to manage their own personal care. The skills they learn will help them when they go to school. Children interact positively with staff and enjoy joining in with the adult-planned activities. These activities, such as exploring dough or painting on one large sheet of paper help children learn to share and take turns. The staff manage children's behaviour well and as a result, children listen and respond positively. Children learn to keep themselves safe as they practise fire evacuations or as they use scissors or knives properly.

The staff provide a healthy snack twice a day and children are able to help themselves to drinking water throughout the day. Children either bring a packed lunch or collect a lunch from the school. There is good information on display for parents to read about how to provide healthy and nutritious lunches. Children benefit from being able to play outside at certain times during the day, supporting a healthy lifestyle. They share the good range of

resources with the reception class children at the school and sometimes they mix together. The children like to use the school playground. as they have lots of space for energetic play or using the ride-on toys. The indoor environment is inviting and child-centred. The staff create a stimulating and interesting learning environment using the excellent quality furniture and resources.

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

Leaders and managers demonstrate a good understanding of the safeguarding and welfare and learning and development requirements and implement them well. The provider took appropriate action following a recent incident where internet security measures were not secure enough when children in the after school club used the computer. Prior to the school taking over the running and management of the club, the provider carried out a full investigation, keeping the relevant authorities informed. The early years children do not have access to this computer. Staff are secure in their knowledge of possible child protection concerns and of the processes to follow, to help ensure that children are safe. There are clear procedures in place that the manager follows for notifications to social services and Ofsted, when necessary. All required documents are in place, such as records of attendance and accident reports. A member of staff undertakes daily safety checks to ensure the premises and garden remain safe for children to use. The premises are secure and staff supervise children effectively, indoors and when playing outside.

The annual appraisals, staff meetings and individual discussions encourage staff to reflect on their own development. Training opportunities help support staff in improving their knowledge of level or qualification. There is a thorough recruitment system in place to help ensure the suitability of new employees and appropriate checks are in place for all staff. An induction process is available to support new staff in gaining an understanding of their role and responsibilities. The staff team routinely meet to discuss how they can meet children's learning needs and develop practices at the nursery to benefit the children. There are some clear development plans in place. The staff gather the views of parents at different times of the year and for a range of subjects. Recently, information from parents shows they are very happy with how their child settles in the nursery. They feel they can talk to the staff and work together to support children's welfare and learning needs. There is a strong capacity to sustain improvements.

### **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

|                                    |                                 |
|------------------------------------|---------------------------------|
| <b>Unique reference number</b>     | EY473086                        |
| <b>Local authority</b>             | East Sussex                     |
| <b>Inspection number</b>           | 949014                          |
| <b>Type of provision</b>           | Full-time provision             |
| <b>Registration category</b>       | Childcare - Non-Domestic        |
| <b>Age range of children</b>       | 2 - 8                           |
| <b>Total number of places</b>      | 24                              |
| <b>Number of children on roll</b>  | 49                              |
| <b>Name of provider</b>            | Icklesham Acorn Nursery Limited |
| <b>Date of previous inspection</b> | not applicable                  |
| <b>Telephone number</b>            | 01424813026                     |

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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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