

# Acorn Academy Day Nursery

211 Lincoln Road, PETERBOROUGH, PE1 2PL

## Inspection date

11/06/2014

Previous inspection date

04/10/2013

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

4

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

- Close emotional bonds have formed between key persons, children and their families, which helps children feel a good sense of security and display high levels of confidence in the nursery.
- Children enjoy a stimulating environment where they are eager to play and make friends. Teaching is good and children make good progress, their development is well monitored and their next steps in learning are accurately identified and planned for.
- Staff value the good partnerships in place with parents and carers and welcome their support and input into their children's pre-school life. Daily discussions and regular progress meetings ensure there is a coordinated approach to sharing information.
- Children are safeguarded well in the nursery as staff have a clear understanding of how to protect children in their care. Strong partnerships have formed with families and other professionals, who work closely together to meet children's needs.
- The management team are committed to the continuous development of the provision, using a clear system of self-evaluation to secure improvements in all areas. This creates a dedicated, motivated staff team, where everyone works together to ensure children benefit from a continually improving provision.

### It is not yet outstanding because

- There is scope to improve children's opportunities to regularly engage in sensory and exploratory play within the outdoor area that promotes all their senses.

## 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 children's activities in the nursery room, pre-school room and outside learning environment.
- The inspector held a meeting with the manager and spoke at appropriate times to staff throughout the sessions.
- The inspector conducted a joint observation with the manager.
- The inspector viewed children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

## Inspector

Carly Mooney

## Full report

### Information about the setting

Acorn Academy Day Nursery was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted two storey building in the city of Peterborough, Cambridgeshire, and there is an enclosed area available for outdoor play. The nursery serves the local area and beyond and is accessible to all children. The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday all year round, except for one week at Christmas. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 44 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- enhance children's opportunities to engage in exploratory play using a range of senses in the outdoor area.

## Inspection judgements

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

Staff demonstrate a good understanding of the learning and development requirements and key-person activities allow staff to form close bonds with their key children and plan well for their individual needs. The nursery is attractively organised to provide children with good motivation to learn. There are a broad range of interesting toys and resources, both inside and out, which are independently accessed. Staff show a good understanding of varied teaching methods that engage children's interest and enhance their play well to incorporate spontaneous learning opportunities. For example, children are provided with paper and pencils to make appointments after choosing to engage in hairdresser role play. Planned activities take full account of children's interests and staff know what they will enjoy. For example, a playhouse in the garden is made into a takeaway cafe, serving burgers and chips after children have recently initiated this in their own play. The activity is well resourced with well-known chip sleeves and paper cups children are familiar with. Menus are displayed so children are able to see writing for a purpose, and the member of staff supporting the play introduces simple calculation. For example, she supports children to think about the change needed when she pretends to pay for her burger with five pounds.

Staff listen carefully to children, take an interest in what they say and do and support them well in activities. They speak directly to children and use appropriate questions to

support their critical thinking and language development. For example, during a cooking activity, staff use appropriate how, what and why questions, which challenge children's thinking skills. For example, children are encouraged to think about how they might open the tin of condensed milk they need and what tools they could use. In the garden a member of staff supporting a two-year-old to make sandcastles introduces a range of words into their vocabulary, such as 'pat' and 'squash', as they fill and tip their bucket of sand. Staff also use other communication systems, such as picture cards and gestures, to support children's verbal skills. Children are supported by a large number of bilingual staff. This is especially effective for the high percentage of children learning English as an additional language or who have special educational needs and/or disabilities. As a result, children make good progress and are beginning to communicate well. Children access the well-presented outdoor area every day, and in general this provides them with a broad range of activities they enjoy, such as reading stories with staff and engaging in water play. However, there is less opportunity outdoors for children to regularly engage in exploratory play using all of their senses, for example, by freely investigating the natural world. Suitable multicultural resources and a deep appreciation of children's cultures, which are celebrated within the nursery, help to support children's understanding of the diverse society they live in.

Staff demonstrate clearly through discussion that they know their key children well and plan activities based on their interests and individual needs. Children's prior knowledge, skills and understanding are gathered from parents when children start at the nursery, and the information is used to plan effectively from the beginning. Effective systems for observing, assessing and tracking children's development are in place. These are regularly monitored for effectiveness to ensure that children are making good progress towards the early learning goals and gaining sufficient skills for the next stage of their learning, such as starting school. Parents are encouraged to complete 'wow' moment notes, they attend progress meetings and share learning from home in this way.

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

An effective key-person system enables children to feel safe and secure within the nursery, as they develop strong emotional attachments with staff and each other. For example, a member of staff arrives and two children race up to her and hug her tight. Another child approaches their key person and gently strokes her face. Children seek out familiar staff for cuddles and all children are confident to approach staff for help when needed. Children and their families are greeted enthusiastically when they arrive, making them feel welcome and happy to attend the nursery. Children's work and photographs of them in activities are attractively displayed throughout the nursery, which provides them with a good sense of belonging. The individual care needs for children under the age of three are well met through clear systems for nappy changes, sleep and feed times that adhere to parents' wishes. Written information on the youngest children is shared with parents on a daily basis, and a clear exchange of information takes place at collection time to ensure ongoing needs are met. Transitions within the nursery are effective as clear information is exchanged from key person to key person when children move rooms. Children gradually move based on their individual needs, and parents are encouraged to be part of this settling-in process. Good systems are in place with local schools to support

children as they prepare themselves to move on. Teachers visit the setting during the summer term to begin building secure relationships from the start.

The nursery has a welcoming and friendly atmosphere. Staff display a calm and loving nature and speak appropriately at all times. Children form close relationships with their peers and show them kindness and consideration. For example, a child fetches another child's hat in the garden to ensure they do not leave it behind. Behaviour is good because staff offer sensitive and timely support when necessary. Through gentle reminders, children learn to play cooperatively with their peers and share resources. For example, they understand that their turn on the computer is timed so that everybody can have a go. Older children are encouraged to be responsible for essential tasks, such as tidying away resources and scraping their plates at lunchtime, which encourages a good sense of responsibility. Staff are deployed well, both inside and out, and are mindful of each other's whereabouts at all times. Therefore, full consideration is given to the continuous supervision of children, which contributes well to their overall safety and welfare. Children are encouraged to develop an appreciation of their own safety in the nursery and listen carefully to gentle reminders from staff. For example, they know that if they run to the garden they might fall and may need to go to the doctors. They walk carefully up and down the steep stairs, holding on to the handrail as instructed.

Good emphasis is given to promoting children's good health and hygiene. In the pre-school room thorough discussions take place at the beginning of cooking activities or before mealtimes regarding germs and the importance of washing hands. Through discussion older children demonstrate that they understand that they must use sun cream, wear a hat and drink water in the hot sunshine to keep themselves safe. Daily meals and snacks are prepared fresh on the premises by the nursery cook and provide a well-balanced and nutritional diet. Children have good opportunities to develop their independence from an early age during these routine times, as they help to prepare their snack, serve their lunch and pour their own drink. For example, two-year-olds carefully spread their crackers with butter, while older children cut apples and peel bananas. Outdoor play in the fresh air is incorporated well into the daily routine as children are unable to access the garden independently. Physical play opportunities are provided every day in the outdoor area or through regular walks in the local vicinity and trips to a nearby park.

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

Arrangements for safeguarding children are good. Staff demonstrate clear knowledge and understanding of how to report concerns about children in their care. Effective policies and procedures support their work and help to ensure that children remain as safe as possible while attending the nursery. Strong relationships with parents and other professionals mean that good channels of communication are in place and staff are kept aware of children's individual needs and family backgrounds at all times to ensure they are effectively safeguarded. Safeguarding is a standing item on the team meeting agenda and is discussed in supervision meetings when necessary, which helps to ensure that it is always at the forefront of staff's minds. This helps to promote children's well-being and

welfare to a good standard. A robust system of recruitment is in place and appropriate checks to safeguard children are carried out on all adults. The premises, including the separate garden, are secure and parents and visitors cannot enter the building or garden without being let in by staff. Thorough risk assessments and daily checks ensure children play in a safe environment.

The manager has worked tirelessly since the last inspection and a monitoring visit to ensure that all the previous actions and recommendations raised have been effectively met and continue to be met. A knowledgeable and proactive deputy has now been employed and an almost completely new staff team work very closely together to provide children with a quality early years experience. All staff demonstrate through their practice that they are knowledgeable regarding the learning and development requirements. Educational programmes are regularly monitored, and as a result, children benefit from a broad range of experiences that support their positive progress towards the early learning goals. Staff are encouraged to develop professionally and attend regular training that benefits the children in their care, such as talking boxes. Training is regularly cascaded to the whole staff team so that everyone benefits from refreshed knowledge and skills. The nursery's improvement plans are regularly reviewed and revised as targets are implemented and new ones take priority. Staff and parents contribute to the self-evaluation of the nursery and their input is valued as part of the decision making to implement changes.

Partnership working with parents makes a strong contribution to meeting the needs of all children. Parents are warmly welcomed into the nursery and invited to regular events that involve them in their children's pre-school life, such as singing sessions in English and other languages. Communication is good and regular newsletters ensure parents have a good overview of nursery life at any one time. Parents speak highly of the nursery in both written and verbal feedback. They feel that staff help to settle their children very well, are very approachable and listen to what they have to say. One parent particularly commented positively on the parents' evening to discuss their child's progress and how 'great' this was. Working relationships with other professionals are developing well, providing a coordinated approach to children's welfare and development during their time at the nursery.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY453516
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	963512
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	60
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Mohammed Haseeb
<b>Date of previous inspection</b>	04/10/2013
<b>Telephone number</b>	01733 890911

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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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