

Acorn Wood Day Nursery

Bretts Hall Farm, Ansley Common, NUNEATON, Warwickshire, CV10 0QJ

Inspection date	12/06/2014
Previous inspection date	23/06/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 quality of teaching is good and there is a strong emphasis on the promotion of children's language skills. Therefore, children make good progress in their learning and development.
- The effective key person arrangement and the welcoming environment fully promote children's emotional well-being. As a result, they are well behaved and grow in confidence.
- Staff have a good understanding of their safeguarding responsibilities and they regularly refresh their knowledge of procedures. Therefore, children are kept very safe.
- The strong partnerships with parents and other agencies effectively support children's individual needs.
- Robust methods for monitoring practice and thorough self-evaluation ensure wide-ranging improvements are made for the benefit of the children.

It is not yet outstanding because

- Staff do not always help toddlers to fully develop independence skills during routine activities.

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 checked evidence of the suitability and qualifications of staff working with children.
- The inspector spoke with the provider, managers, staff and the children.
- The inspector carried out observations in care rooms and outside, and a joint observation of an activity with a manager.
- The inspector looked at documentation, including staff's files, children's learning journals and assessment records.
- The inspector took account of views of parents spoken to on the day.

Inspector

Adelaide Griffith

Full report

Information about the setting

Acorn Wood Day Nursery opened in 1992 and is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It operates from the ground floor of a farmhouse in Ansley Common, Warwickshire. The nursery serves the immediate locality and also the surrounding areas. It opens five days a week from 8am until 5.30pm all year round except for bank holidays and one week at Christmas. Children attend for a variety of sessions. Children are cared for in four rooms and have access to an enclosed outdoor play area. There are currently 63 children on roll, all of whom are in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. There are currently 13 staff working directly with the children, all of whom have an appropriate early years qualification. One member of staff has a qualification at level 2 and 12 have qualifications at level 3. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- improve opportunities to help toddlers develop independence skills during routine activities.

Inspection judgements

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

Staff provide a wide range of stimulating activities that promote children's learning effectively. They have a good understanding of how to fully engage children and to encourage their active involvement. Therefore, children are motivated to learn and they are eager to join in and willing contribute to activities. For instance, story time is an enjoyable experience for children in the pre-school room. Children listen attentively and respond enthusiastically to open-ended questions that promote their thinking very well. Children are keen to develop the discussion by talking about their home experiences and skilful staff effectively link these to the story. Staff are adept at delivering activities at a pace that is suitable for children's age and stage of development. They patiently demonstrate to children aged under two years how to fill pots with a selection of stones. Following each demonstration and modelling how to fill the pot, staff allow time for children to practise. Staff provide high levels of challenge for children to pick up full pots. They repeat new words, such as 'heavy' and this helps children to increase their vocabulary. Their attention is also growing appropriately because they learn to make links with the action of lifting pots when staff say the word 'heavy'. Staff praise children consistently and this promotes their self-esteem well. Throughout all activities, staff use resources effectively to support children's learning. For instance, they hold books so that

all toddlers can see pictures and staff encourage all children to count the number of animals. They use fingers to count numbers under 10 and skilfully reinforce children's learning by repeating the activity several times. On each occasion staff generously praise children and this triggers louder counting that demonstrates children are developing early numeracy skills. There is a strong emphasis on promoting children's language skills through all activities and the planning reflects how children's individual needs are met. The quality of teaching across the nursery is of a high standard. As a result, children's learning is effectively promoted and this ensures they make good progress in their development.

Staff carry out regular observations on children's learning and use the information to competently plan for further learning. Parents receive quarterly reports that clarify what children can do and they agree the next steps in learning as they have discussions with the staff. For instance, the progress check for children aged between two and three years is completed with the contribution of parents. Further learning targets clearly indicate that staff and parents work together to support children's learning in the nursery and the home. Staff work closely with parents to provide continuity in children learning, including those with special educational needs and/or disabilities. Therefore, they effectively support children to develop various skills in preparation for school. Staff use a wide range of methods to promote letter recognition in a positive way. Planned activities include daily sessions on phonics and children gain confidence at self-registration. The consistent use of labelled placemats and names cards at meal times effectively reinforce children's ability to recognise letters and they are beginning to form letters. The print-rich environment effectively reinforces children's awareness of letters and words.

There is a good balance between adult-led activities and child-led play. Children have ample opportunities to explore in the care rooms because resources are well within reach. Interesting toys and sufficient time, combine to create an environment in which children learn at their own pace. A visual timetable informs children of the activities at different times during the day and this helps to follow the daily routine. Children freely talk to others during play activities, for instance, as they negotiate how to move a selection of small toys. Owing to the relaxed atmosphere, children settle in their play with resources, including those that help them to learn about disability and other cultures. Consequently, children learn about the world around them.

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

Staff have a well-developed understanding of the key person role, and as a result, they effectively support children during their time in the nursery. Staff are sensitive to children's needs and know how to comfort them at all times. Therefore, children form strong bonds and feel secure in the care of the staff. When children first start in the nursery sufficient time is allowed for them to settle and staff consistently mirror practice that is established in the home. For example, they competently follow the guidance from parents with regard to weaning babies and they allow children to sleep according to their already established patterns. Therefore, all children experience a stress-free move from home to the nursery. A gradual introduction to new care rooms ensures there is a phased changeover within the nursery. As a result, children grow used to new staff and form

positive relationships with peers. The independence skills of pre-school children are promoted very well through routine activities. Teachers from local schools visit to meet children before the end of the summer term. Consequently, children have a clear understanding of what to expect when they leave for new settings and they feel at ease about the move.

Children are well behaved as reflected in their play with peers. They spontaneously take turns and are willing to share resources. They quietly talk to others and are self-assured in their communication with staff. For instance, they feel free to ask for second helpings when lunch is served. Children gain a good understanding of healthy options because they enjoy freshly-cooked meals daily. These include a selection which competently extend children's awareness of diversity. When there is a celebration of festivals the meals often reflect this. Therefore, children have opportunities to taste a variety of dishes. The self-help skills of pre-school children are growing steadily because they serve themselves at snack time. They collect plated food from the trolley under close supervision at lunchtime and learn to take risks by carrying meals back to their table. Toddlers' independence skills are developing when they help themselves to fruit at snack time. However, they are not always encouraged to pour their own drinks and this means that their self-help skills are not always fully promoted.

Children demonstrate a good understanding of the effects of exercise on their bodies. Following outside play they drink water and explain clearly that they feel hot after running around. Staff give strong priority to children's safety and ensure all children wear hats when they play outside during the hot weather. They sensibly alternate the time spent playing in the sun with indoor activities and this means children's good health is well promoted. Toddlers learn to keep themselves safe by coming down the slide correctly under the close supervision of the staff. Care rooms are very welcoming due to the colourful displays and comfortable seating areas, such as the book corner in the pre-school room. The vast provision of natural resources ensure children's exploratory and sensory skills are encouraged through enjoyable experiences. The sleep room is particularly soothing due to the atmosphere created by drapes and calming colours. Consequently, children's sense of well-being is nurtured very effectively in the nursery.

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

The management team have a good understanding of the Early Years Foundation Stage. The safeguarding and welfare requirements are met effectively because all staff attend training in safeguarding. There are designated persons responsible for child protection and all staff receive regular refreshing training about procedures for reporting concerns. There are robust procedures for recruiting staff and a comprehensive induction programme ensures they are effectively prepared for their work with children. Records show that all staff working with children have had suitability checks completed as part of the rigorous vetting procedures. Risk assessment include all aspects of the premises including the vast outside play space. The organisation of outdoor activities is managed very well and potential hazards are minimised effectively. This means that children are safe at all times because they play in designated sections according to their age groups.

The managers consistently monitor the planning to ensure children's individual needs are met and all areas of learning are included. There is a secure method to track the progress of all children and to ensure information is accurately recorded in the learning journals. The managers regularly observe staff's practice and provide tailored guidance and support to address any areas for improvement. Staff are beginning to carry out peer observations, thereby enhancing their skills in evaluation and reflective practice. There is an established programme of professional development. In addition to the catering award, the cook also has a qualification in childcare. Owing to a recent project in healthy eating for young children she has clearly enhanced her understanding of how to provide highly nutritious meals. She competently leads on cooking activities with the children. All staff attend regular courses to refresh their skills in first aid, safeguarding and food hygiene. Therefore, children's care needs are well promoted. All staff have supervision sessions to discuss their work and safeguarding issues. They are confident about their roles to support children and the appraisal arrangements are used effectively to identify areas for their further training and personal development. The self-evaluation of the nursery is wide ranging. The staff contribute to the reflective process during staff meetings. For instance, they have opportunities to review other care rooms through the 'learning walk' when they evaluate the environment and make positive suggestions for changes. Parents are invited to comment on the provision in the nursery and they are asked to make suggestions for improvement. Staff often talk with children about the activities they enjoy and use the information to plan further learning experiences. The management team empower the staff to use their initiative in the nursery. For instance, they freely reorganise the layout of the rooms. This ensures children are more able to reach resources for play and, in turn, enhances their play experiences. Since the last inspection there has been good progress in the assessment of children's development and the flooring in the patio area has been changed. There are plans for the further development of the nursery, such as further extending the forest school area, to enhance the learning experiences of the children.

The management team and staff work well with parents to ensure children's individual needs are met. The daily, two-way flow in communication ensures parents receive clear information about their child's experiences in the nursery. The management team provide a wide range of information about the arrangements in the nursery. The daily menus are displayed where they are easily seen by parents and regular newsletters include details of events and changes in the nursery. Parents are very pleased with the service they receive. In particular, they comment on the good progress children make in their social and communication skills. The management team work equally well with other agencies. They regularly invite them to deliver activities that support children's learning. For example, some agencies help children learn about the care of animals during such sessions. Close partnership work with health professionals ensure children receive effective support that promotes their development. Currently, children do not attend other settings; the management team are aware of the importance of sharing information with other providers to ensure children receive the individual support they need.

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	200479
Local authority	Warwickshire
Inspection number	871023
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	63
Name of provider	Kevin Ford and Deborah Ford Partnership
Date of previous inspection	23/06/2010
Telephone number	02476397054

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

