

# Little Acorns Nursery and Out of School Club

Vernon Road, Worsbrough, BARNSELY, South Yorkshire, S70 5HJ

<b>Inspection date</b>	28/05/2014
Previous inspection date	29/09/2010

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

- Children are motivated to learn because staff are skilled at teaching and follow children's interests and facilitate their ideas. As a result, children are continually absorbed in purposeful play and make good progress in their learning.
- Children build secure attachments with the adults caring for them, which helps to ensure children's emotional well-being.
- Children feel safe and secure in the nursery, and management's arrangements for safeguarding the children are strong.
- Partnerships with parents, carers and other professionals are well developed. As a result, all adults are able to contribute to individual children's learning to maximise their progress.

### It is not yet outstanding because

- There is scope to improve children's access to interesting materials and resources that inspire children to explore and be creative.
- Opportunities to enable children to observe writing are not maximised in the outdoor play area to ensure the consistent progress of children's early literacy skills.

## **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 learning environment.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the manager, staff and children throughout the inspection.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.

## **Inspector**

Helene Terry

## Full report

### Information about the setting

Little Acorns Nursery and Out of School Club was registered in 1993 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Ward Green Infant and Junior School in the Worsbrough area of Barnsley, South Yorkshire. It is managed by Ward Green Pre-School Limited. The nursery serves the local area and is accessible to all children. It operates from one playroom and there is an enclosed area available for outdoor play. The nursery employs nine members of childcare staff; the majority of whom hold appropriate early years qualifications at level 3 and above, including the manager who holds Early Years Professional status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm and children attend for a variety of sessions. There are currently 49 children attending who are in the early years age group. The nursery also offers out of school care for school-age children. The nursery provides funded early education for two-, three- and four-year-old children. It supports 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:

- provide more opportunities for children to freely help themselves to materials, tools and resources that enable them to create, assemble and join materials together, such as collage materials, paper, boxes, glue, tape and staplers
- improve opportunities for children to further develop their literacy skills by providing an outdoor play area that is rich in print.

## Inspection judgements

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

Staff have a thorough knowledge of the learning and development requirements of the Early Years Foundation Stage and a secure understanding of how children learn. Consequently, children make good progress in their learning and development. The quality of teaching is good because children are provided with a wide variety of interesting and challenging learning opportunities, and staff get to know them and their families well. Staff obtain relevant information from parents about each child's individual needs and what they already know and can do on entry to the provision. This helps maximise learning. Staff communicate with parents on a daily basis and parents have regular opportunities to view and contribute to their children's development records through the 'wow moments' sheets. Staff also help parents extend their children's development at home through the 'parent link books', which ensures continuity of care and learning. Staff effectively observe children to identify their interests and the next steps in their learning.

This information is used to inform the planning of the activities. Staff carry out the required progress check for children between the ages of two and three years. This helps staff identify any additional help a child may need in order to reach their full potential. As a result, children make good progress and develop their skills in readiness for school.

Staff are enthusiastic and this is reflected in the motivation and enthusiasm of children as they participate in a wide range of activities. The good balance of adult-led and child-initiated activities effectively supports children's learning. There is a strong focus on helping all children to acquire communication and language skills. For example, staff skilfully talk to the children during their play and extend their language. They encourage children to think, solve problems and relay information in their own words. In addition, they help expand on what children say and introduce and reinforce more complex sentences. Consequently, children develop good language skills. Some of the older children are developing an awareness of letters of the alphabet and are beginning to write some recognisable letters in their name. The inside environment is rich in print. The use of labels, signs and displays supports children to learn about words and that print carries meaning. However, there is scope to develop this in the outdoor environment to further enhance children's early reading skills as they play and explore outside.

Staff help children learn the difference between letters and numbers as they complete jigsaw puzzles or play with the 'learning cards'. Children count well and staff help them identify number sequences by asking questions, such as 'what comes before number three?' and 'what number comes after number five?'. This is extended, for those more able children, to find the written numbers on the cards. Staff introduce children to games to help them develop their listening skills. For example, after children choose and listen to the sound of musical instruments, these instruments are hidden and children guess which instruments are being played. Children learn to distinguish between quiet and loud sounds as they hit and shake the musical instruments to different beats. This helps children to describe sounds and rhythm. Children have lots of opportunities to be creative and express their thoughts and feelings. They explore sensory materials with staff, such as shaving foam, mud, leaves and paint. However, there are fewer opportunities for children to spontaneously access and use interesting materials and resources that inspire them to explore and be creative, such as collage materials, paper, boxes, glue, tape and staplers. Children with special educational needs and/or disabilities are well supported. Alongside other agencies, staff work together to complete individual educational plans for the children. This ensures that effective strategies are in place to secure their good progress. This information is shared with parents and reviewed on a regular basis to foster children's individual needs.

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

Staff provide a secure and loving environment where children feel comfortable, safe and secure. Children's key persons oversee the effective settling-in arrangements that are in place, and both children and parents are well prepared when children join the nursery. Good quality information is shared to ensure that the individual needs of each child are well met. Children are equally well prepared for their move on to school. For example, children send a letter and a photograph of themselves to their teacher, and in response

the teacher returns a photograph of themselves. Teachers also visit the children in the nursery to observe them in a familiar environment. In addition, staff have discussions with the teachers about children who are best kept together, to support their emotional well-being. Children's development is also shared, which promotes continuity of care and learning.

Staff create a learning environment that encourages children's interests and enables them to make choices in their learning. Most resources are stored in easily accessible containers. Consequently, children are encouraged to make some decisions about what equipment they want to use. Children's work is attractively displayed, as are photographs of themselves and key members of their families. This enables children to develop a strong sense of belonging and promotes their confidence and self-esteem. Children are extremely independent in the environment. They confidently address their personal needs. For example, they wash their hands, with little prompting, before sitting down to eat their snack. In addition, they gather their own cups, plates and serve their own meals and afterwards dispose of unwanted food. Consequently, children are very well prepared for their move onto school. Staff model positive behaviour towards the children and foster a culture of respect and consideration towards others. Children are supported to understand their feelings and emotions through staffs' very good interaction with them. Children get on well together and the nursery is a harmonious place to be. This results in equality of opportunity for all. Children learn to share and cooperate with each other as they play. They respond positively to sensible safety rules, such as walking carefully indoors so as not to trip or hurt themselves or others. Staff help them identify risks as part of the activities, so that children learn to think about how to be safe.

Staff help children to develop a good understanding of the importance of a healthy lifestyle. For example, they follow good hygiene practices and learn about the importance of a healthy diet and exercise. Children have daily opportunities to play outdoors and enjoy the fresh air and exercise, and this contributes to their health and well-being. Staff provide waterproof clothing so that children can play outdoors in all elements and enjoy the learning experiences that the different types of weather can offer. Meal times are sociable occasions where children sit together and chat about their interests.

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

The management team has a good understanding of the requirements of the Early Years Foundation Stage to safeguard children. Following an incident, when a child entered the office where medication was stored, the manager appropriately notified Ofsted. She undertook a full investigation into the circumstances of the incident. Management found that the incident was avoidable, and steps have been taken to prevent a reoccurrence. The policies and procedures in relation to the storage of medication and personal items have been reviewed with all staff. In addition, the security of the office has been strengthened. Children are supervised effectively throughout the day. The deployment of staff is good and adult-to-child ratios are met at all times. Parents are informed on the same day of any incident, as required, and a records of accidents and incidents are maintained. The inspection found that management has taken appropriate action to

minimise risks to the children, and as a result, children's well-being and safety is maintained. The staff receive training in safeguarding and are knowledgeable of the procedures to follow in the event of a concern about a child. Managers have received training at a more advanced level so that they have skills in multiagency working. They have experience in working with child protection agencies to fully protect children. Comprehensive policies and procedures underpin the nursery. Robust risk assessments and thorough daily checks of the indoor and outdoor environments minimise risks to children. Staff are deployed effectively to ensure adult-to-child ratios are maintained consistently, both indoors and outdoors. Detailed records of visitors and a register of the children's attendance are maintained. Thorough recruitment and induction arrangements are in place to ensure that staff are suitable to care for the children. Most staff hold appropriate qualifications and have a clear understanding of their roles and responsibilities. Consequently, children are kept safe and receive good quality learning experiences.

The manager carefully monitors the educational programme to ensure that all children's needs are met promptly. Staff receive clear guidance to raise standards so that all children make good progress. Staff appraisals, supervisions and peer observations are used effectively to raise standards and identify any training needs. Staff review their own activities and quality of teaching and share new knowledge from professional training days that they attend. For example, the 'Thrive programme' that staff have attended, has improved practice and outcomes for the children particularly around behaviour and managing emotions. Leadership of the nursery is secure and sets high expectations of good quality practice from the staff. Self-evaluation systems are in place and all aspects of the nursery are regularly reviewed. This enables the management team to keep a sharp focus on all aspects of the nursery. Management address any issues that arise swiftly and effectively to minimise risks to the children. The area for improvement identified at the previous inspection has been addressed. Consequently, the organisation of lunchtime effectively meets the needs of all of the children. Parents, children and staff are fully involved in the evaluation process, through questionnaires, discussions and observations of the children. Staff clearly show how they have addressed parents' views through the 'you said, we did' board.

Partnerships with other professionals are strong and contribute significantly to the children's well-being and development. The nursery seeks support from various external agencies, such as speech and language therapists, health visitors and local authority advisers. Staff share information about children's progress with other early years settings that children attend, including their next steps in development. Consequently, all children's learning and care needs are met well. Partnership with parents is good and staff effectively involve parents in all aspects of the nursery. Parents receive detailed information about the early years curriculum, and the policies and procedures. They regularly receive newsletters and access a good deal of information that is clearly displayed around the playroom, including the planning of the activities. As a result, parents feel valued and listened to.

### **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>	302875
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	976274
<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>	26
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Ward Green Pre School Limited
<b>Date of previous inspection</b>	29/09/2010
<b>Telephone number</b>	01226 248123

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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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