

# Little Acorns 2

Broomroyd, Barnsley, S70 5ES

## Inspection date

Previous inspection date

27/06/2014

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

- Practitioners make effective use of observation and assessment to ensure they know children well. As a result, children are happy, engaged and enthusiastic learners, who make good progress in their learning.
- Key person and transition arrangements are good. Therefore, children have good relationships with practitioners and they feel safe and emotionally secure as they experience change, such as moving rooms or starting school.
- Practitioners provide good opportunities for children to play outdoors so that they enjoy the health benefits of playing in the fresh air.
- Practitioners risk assess the learning environment and they work closely with parents and other professionals to ensure that they share any relevant information about a child's welfare. This contributes to safeguarding children.
- Managers and leaders have high expectations of themselves and practitioners. Therefore, performance management strategies support improving their personal effectiveness, the quality of teaching and children's achievements over time.

### It is not yet outstanding because

- Practitioners are not always making effective use of social situations to promote children's high levels of self-control and independence.
- Evaluation of some activities is not always robust and purposeful enough to identify improvements to promote high quality, rich and varied experiences for children.

## 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 three playrooms and the outside learning environment.
- The inspector held meetings with the manager and registered person and conducted a joint observation with the manager, who is also the Early Years Professional.
- The inspector looked at children's assessment records, planning documentation and a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

## Inspector

Helen Blackburn

## Full report

### Information about the setting

Little Acorns 2 Nursery and out of school club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Worsbrough, Barnsley and is one of two nurseries managed by Ward Green Pre-School Limited. The nursery operates from a converted public building and it serves the local and wider community. It is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or level 3, including one with Early Years Professional Status. The nursery opens Monday to Friday, all year round. Opening times are from 7.30am to 6pm and children attend a variety of sessions. There are currently 82 children on roll, of these, 70 are within the early years age range. The nursery provides funded early years education for two-, three- and four year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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

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

- make better use of social situations, such as snack and meal times to optimise on opportunities to further support children in developing high levels of self-control and independence
- extend and enhance the use of evaluation when reviewing some activities, so that practitioners are identifying robust and purposeful improvements to ensure they provide high quality, rich and varied learning experiences, to support children in making even swifter progress.

## Inspection judgements

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

Practitioners have a secure understanding of how young children learn and develop and the quality of teaching is good. Practitioners are actively involved in children's play and they make good use of these interactions and open-ended questions to support children in becoming active learners. For instance, when filling the water tray with children, they talk to them about the bucket being heavy and as a result, children work out they need two people to carry it. Therefore, supporting children in finding solutions and this develops their problem solving skills. Overall, practitioners provide and plan a good range of activities across all areas of learning. However, there is scope to develop the evaluation of some adult-led focused activities. This is because on some occasions, practitioner's evaluations are generally around children's level of engagement and not as purposeful and

focused in evaluating what children have actually learnt. Therefore, practitioners are not always optimising on their evaluations, so that they provide children with richer and more varied learning experiences to support them in making even swifter progress. Practitioners regularly observe children and they use their observations to track and monitor children's progress across all areas of learning. This means they have a good understanding of individual children's next steps and what activities they need to provide to support their individual learning. This contributes to children making good progress in their learning and readiness for school, given their starting points.

All children enjoy looking at books and through a variety of mark making activities; they have good opportunities to develop their pre-writing skills. Babies make marks in the sand and older children make different marks with the paint when singing the bus song. For example, they swish the paintbrush across the paper like the wipers, they dab it to represent the beep of the horn and make circles for the wheels going round and round. These fun activities effectively promote children's development in literacy. Children make good progress in their mathematical development. Younger children match the farm animals and older children count in everyday situations and enjoy talking about size, shape and colour in their play. Practitioners skilfully support children's communication and language skills. Through their positive interactions, they encourage children to take part in conversations. They provide a narrative when engaging with babies and when talking to younger children they listen to them and provide the time for them to respond. In addition, they learn key words and phrases in different languages, so that they can support and engage with children who speak English as an additional language. Practitioners promote children's development in understanding the world. Older children are eager to discuss the changes they see when looking at the caterpillars as they watch them grow into butterflies. Babies and younger children explore resources that teach them to twist, turn and press buttons to make things work. This supports their early understanding of simple technology. All children love being outdoors, going on walks and outings in the local community. This provides good opportunities for children to learn about nature and the natural environment. Children make good progress in their development in expressive arts and design. All children enjoy art and design activities and expressing their own ideas as they explore different media and textures, such as, paint, glue, dough, sand, water and mud. Children enjoy role play, such as playing in the home corner, using their imaginations as they engage with practitioners, pretending to make tea. Children engage in all activities with enthusiasm and eagerness and this fosters and ignites their interest to learn in the future.

Practitioners have good relationships with parents. Through documentation, letter of the week, notice boards, discussions, policies and procedures, parents receive good information about the service and children's learning. This includes translating documentation into different languages for parents who speak English as an additional language. Practitioners ensure they involve parents in their child's learning because they regularly share with them their child's next steps and assessment records. In addition, through regular meetings they discuss children's progress and agree targets to support children's progression. Practitioners work closely with parents when completing the progress check for children between the ages of two and three years. This includes providing a copy of the check for the health visitor. In addition, through daily information sheets for babies and discussions with parents, practitioners ensure parents are well

informed about their child's day and care arrangements and thus, promoting continuity in children's care and learning.

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

Practitioners have good relationships with children and their transition arrangements are effective. When children first start at the nursery, their key person spends time settling children, so that they build up secure bonds and attachments with them. They make good use of an 'All about me' form, baseline assessments and registration forms to gather detailed information about children's needs, skills and progress. This promotes continuity for children and ensures practitioners know children well. This means they successfully meet children's individual needs. Settling-in visits are flexible and adapted to meet children's individual needs. These positive relationships, effective transitions results in happy children, who feel safe and emotionally secure in the practitioner's care. This effectively promotes children's personal, social and emotional development and provides a smooth transition from home to the nursery. In addition, new key persons spend time getting to know children in their existing rooms. This eases the transition for children as they move around the nursery. They invite teachers to visit children at the nursery so that they meet their new carers before starting school. This, alongside talking about what to expect when starting school or nursery gives children the confidence to positively embrace their future learning and change.

Practitioners provide a safe, clean and welcoming learning environment for children to learn. They manage children's behaviour well. This includes the manager encouraging practitioners to adopt ideas gained through 'Thrive' training when handling challenging behaviour. This includes calmly engaging with children and providing consistent routines and boundaries to promote emotional stability for children. This supports children in understanding what practitioners expect of them and it results in children behaving well. Practitioners make good use of praise to celebrate children's achievements and this contributes to children having high self-esteem. Through everyday routines and play, practitioners encourage children to share and take turns. This helps children to develop cooperative and harmonious relationships with others. Children have a good understanding of safe boundaries and risk. They make safe and independent choices in their play through effective deployment of resources. In addition, through routines, such as engaging in fire evacuation practices and adhering to good road safety procedures on outings, children learn about how to keep themselves safe.

Practitioners implement a wide range of policies and procedures, which contribute to promoting children's health and well-being. When changing young children, they adhere to appropriate nappy changing procedures to ensure they minimise the risk of cross-infection. Children benefit from eating a wide range of healthy snacks and meals, which includes growing some foods on the nursery allotment. As a result, children learn about the importance of making healthy choices. Children sit in small groups for snack and meals; this contributes to promoting a social experience for children. However, practitioners are not always making effective use of these social situations to extend children's learning. For example, occasionally when serving food, they stand over children,

rather than getting down to their level and they complete tasks for children, such as pouring their drinks and buttering their bread. As a result, they are not always optimising on all opportunities to support children in developing high levels of self-control and independence at this time. Children have daily access to the outdoor area, which they can access independently. Therefore, children enjoy the health benefits of playing in the fresh air. For example, when outdoors, babies enjoy spending time sitting with practitioners reading books. Furthermore, older children enjoy playing in the 'mud kitchen', digging in the 'mud pit' and building with the crates. Younger children explore the sand and have great fun playing in the water. These activities encourage children to engage in physical activity and this promotes their physical development. Children practise effective hygiene routines so that they develop good self-care skills and an understanding of their own personal health needs. This promotes children's health and well-being and supports them in leading a healthy lifestyle.

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

Practitioners have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All practitioners complete safeguarding training. This means they are fully aware of the potential signs of abuse and neglect and the procedures for reporting and monitoring child protection concerns. They work closely with parents and other professionals to ensure they safeguard children. This includes attending relevant meetings with external agencies to ensure they put in place effective measures to safeguard children. In addition, practitioners are proactive in reporting any concerns they have relating to any adults working with children. This contributes to protecting children from harm. There are robust recruitment and vetting procedures in place. This includes marinating evidence of suitably checks on practitioners. A detailed induction programme ensures practitioners understand their roles and responsibilities and this contributes to safeguarding children. Effective deployment of practitioners contributes to meeting adult to child ratios, resulting in practitioners supervising children well. Through maintaining and implementing a wide range of documentation, policies and procedures, practitioners promote and safeguard children's welfare. They conduct regular risk assessments and daily safety checks to ensure they minimise any potential hazards. This results in providing a safe and clean learning environment for children to play.

Leaders, managers and practitioners' commitment to improving the provision for children is good. They make effective use of self-evaluation and reflective practice to support them in identifying their strengths and areas for improvement. As a result, management and practitioners have devised clear action plans to support them in achieving their aspirations and goals. This includes the ongoing enhancement of resources in the outdoor learning to enrich children's experiences when playing outdoors. Through discussions, parental questionnaires and meetings, parents, children and all practitioners are actively involved in the improvement plans. The programme of professional development and performance management is good. Supervision meetings, appraisals, training, peer observations and modelling practice are routine and this contributes to improving the quality of teaching

and practice. Management are proactive in tackling under-performance to ensure all practitioners aspire to high expectations of themselves and others. For example, during peer observations practitioners highlight areas of good practice and reflect on the ways they can improve, including identifying any specific training needs. This contributes to promoting children's learning because practitioners improve their understanding of good quality practice and this supports promoting children's achievements over time.

Relationships with parents are good and practitioners work in partnerships with them to ensure they work together to meet children's needs. Parents' comments about the service are good. They say their children are happy, safe and well cared for. In addition, they express how well they work with them to support their child's development, including supporting children who speak English as an additional language. Practitioners work well with other professionals and agencies involved in children's learning and care. They regularly discuss children's learning and experiences with professionals from other settings children attend. This contributes to promoting continuity in children's care and learning. In addition, they liaise closely and share information with other professionals to support children with special educational needs and/or disabilities. This promotes partnership working to ensure they meet children's individual needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY471384
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	948228
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	45
<b>Number of children on roll</b>	82
<b>Name of provider</b>	Ward Green Pre School Limited
<b>Date of previous inspection</b>	not applicable
<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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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