

Little Acorns Nursery

135 Wood Lane, Rothwell, LEEDS, LS26 0ph

Inspection date	29/08/2014
Previous inspection date	22/01/2014

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff know children well and they use effective teaching skills, which mean and therefore all children make good progress given their starting points. As a result, children are well prepared for the next stage in learning.
- Staff's caring and sensitive manner helps children to form secure emotional attachments and develops their confidence. This builds a strong and secure base for children's increasing independence.
- Children's needs are effectively met by enthusiastic staff, who are supported well by the strong leadership and management team.
- Staff fully understand the arrangements for safeguarding. They are clear about the procedures if they have a concern about a child in their care, which means children are safeguarded.

It is not yet outstanding because

- There is scope to extend the presentation of resources in both the indoor and outdoor environments, to further enhance children's independence and self-choice.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector viewed all areas accessed by children, including the outdoor environment.
- The inspector observed teaching and learning activities and spoke to children at appropriate times.
- The inspector met with the manager and deputy manager and looked at children's development records, evidence of suitability and qualifications, and a range of other policies and procedures.
- The inspector took account of the views expressed by parents and carers.
- The inspector carried out a joint observation with the deputy manager.

Inspector

Donna Green

Full report

Information about the setting

Little Acorns Nursery was registered in 2009. It is registered on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the Rothwell area of Leeds and is one of many private settings owned and managed by Little Acorns Group Ltd. It operates from a converted property with playrooms on two levels. There is no lift facility. The nursery serves the local area and an enclosed area is available for outdoor play. The nursery employs 14 members of childcare staff. Of these, one practitioner holds a childcare qualification at level 2, 10 hold appropriate early years qualifications at level 3, the deputy manager and manager hold Early Years Professional status and there is one unqualified member of the childcare staff. The nursery opens Monday to Friday all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 42 children attending who are in the early years age group. The nursery provides funded early education for two, three- and four-year-old children.

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 independence and self-choice, for example, by labelling resources boxes in both the indoor and outdoor provision with pictures and text.

Inspection judgements

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

Children enjoy their time at nursery and as a result, they are happy, confident and active in their own learning. Older children enjoy digging for worms in the nursery garden. They pour water in the soil to try and attract the worms. The practitioner skilfully supports them in their worm hunt and explains how worms are attracted by vibrations. She shows them how to tap the soil to attract worms. As the worms appear, the children are excited and naturally begin to count them. As a result, children are learning about animals in the natural world around them. Younger children dance with excitement as they wait in anticipation to blow bubbles. The practitioner blows bubbles directly into the air and says 'Look at that big one and those tiny ones'. As a result, younger children are developing mathematical concepts and learning about space, shape and measures. Babies actively explore the medium of cooked pasta through play. They dig and scoop with large spoons and fill pans with pasta. Practitioners count the scoops as they fill the pans. Babies join in with the counting and say 'two' before the practitioner. Consequently, babies are developing early counting skills and number names. Staff sit with children and engage in conversations with children well. For example, during story time, older children sit and discuss a story about stranger danger with the practitioner who skilfully uses opened-

ended questions. The children listen to the practitioner and engage in conversation about keeping themselves safe and display natural curiosity as they ask the practitioner questions. As a result, children are actively engaged and developing the art of conversation as well as learning how to keep themselves safe. Babies and younger children's communication is also well supported as practitioners listen to their communications, respond with interest and give them the time they need to respond. Consequently, staff promote children's language skills well, overall, to extend their thinking, creativity and communication skills. Children are also encouraged to communicate together and friendships are well established. Consequently, behaviour is exceptionally good as children play co-operatively together and are socially confident.

There is a good mix of adult-led and child-initiated activities, enabling children to learn through a variety of rich resources. Babies have access to musical toys, shape sorters, soft cosy cushion area, and sensory play items, which enables them to freely learn through play and exploration. Older children have access to sand and water and they actively explore such media through their play. They share resources as they mix the sand and water together. The seven areas of learning have depth and breadth, both indoors and outdoors. Equipment is well organised, helping to effectively promote learning and development for all ages. However, there is scope to extend the labelling of resources with pictures and text in both the indoor and outdoor play environments in order to enhance children's choice and independence when selecting and tidying toys away. Bright and interesting displays celebrate children's achievements and support further learning. For example, there are a variety of number and letter displays as a result, older children are developing number names and language and showing an interest in print in the environment.

Staff have a good working knowledge of the Early Years Foundation Stage and are skilful at extending learning and providing opportunities for further development. Systems for assessment and planning have been reviewed and improved to ensure activities and learning experiences fully support children's interests and the next steps in their learning. The nursery ensures the monitoring of children's progress towards the early learning goals is effective. Children benefit from individually planned activities, ensuring those with differing abilities and interests are catered for. For example, staff support younger children to undress before play in water with dolls and bubbles. Staff explain that the activity is planned to meet the independence and self-care needs of the younger children as their next steps in learning are to develop their skills of dressing and undressing. As a result, children's next steps in learning are effectively promoted through play experiences. Children are making good progress in all areas of learning and are well prepared for their next stage of development and eventually school. Parents have access to, and contribute to, children's development files and staff share assessment information with parents on a regular basis.

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

The nursery has an effective key-person system in place to help children settle and form secure emotional attachments. Since the last inspection, the key person system has been

reviewed to ensure it works more effectively and staff have received in house mentoring and support from the management team. As a result, children settle well, form strong emotional bonds with staff and are confident learners. Staff discuss children's routines with parents when the child starts and at regular intervals and staff ensure their wishes are met. Staff support children well and as they progress they become confident and independent in their daily routines. For example, babies are learning to feed themselves at mealtimes, younger children pour their own drinks and self-serve their food with limited support, and older children self-serve their meals. Staff share daily information with parents to ensure they are aware of sleep times and food eaten, to keep them informed. Children feel safe and secure at the nursery because staff promote their safety effectively and good systems are in place to ensure the nursery remains secure at all times. Children understand the need to keep safe as they practise the emergency evacuation procedure and discuss why they should wear sun cream. Older children complete risk assessments with practitioners to help them keep themselves safe and recognise possible dangers. For example, before a local outing, staff talk to children about where they are going and what the possible risks might be. Consequently, children are secure and safe in the nursery and feel a sense of belonging.

Effective behaviour management systems are in place. Children behave well and form positive caring relationships with each other and staff. They are learning to share and take turns and interact well together. Children are taught about good hygiene routines and enjoy washing their hands after messy play, before eating and after using the toilet. The nursery provides a good variety of healthy and nutritious meals and snacks, which are all cooked on the premises, and children benefit from the carefully balanced menu offered. Children with special educational needs and/or disabilities are well supported by staff. Children enjoy the outdoor play opportunities as they climb the steps to the slide with ease and enjoy a game of chase. Children are energetic and manoeuvre themselves with good levels of capability. Babies and younger children have lots of room for movement. As a result, they are supported and encouraged as they are learning to crawl and walk. Transitions within the nursery are managed well and parents are involved in this process. As a result, children settle well when they move to another room. Good relationships have developed with the local schools to help the children have a successful move into school. Prospective school teachers visit the nursery and the nursery staff plan activities based around starting school. Staff teach the children well as they develop their independence and gain the skills needed to be ready to move on. Children know what is expected of them and are confident to make their own choices and decisions. This prepares them for future life and entry to school.

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

The induction procedure for new staff ensures they develop a good awareness of working in the nursery and their role in providing good quality childcare. Staff know their role and responsibilities concerning safeguarding and are aware of the procedures for dealing with any safeguarding concerns. The nursery ensures access to the premises is kept secure and that all staff, children and visitors sign in when inside the nursery. A range of policies and procedures are in place, including a clear safeguarding policy. Contact details for

safeguarding and referral charts are displayed in every room. Since the last inspection, all staff have attended further safeguarding training with the Local Safeguarding Children's Board. All staff know what to do in the event of having any concerns about a child. All staff take responsibility and use vigilance and risk assessments to promote children's health and safety inside the nursery, as well as outside. As a result, children are kept safe as staff effectively minimise risks. Staff provide children with an inclusive environment and the nursery promotes equality and diversity well. Systems for self-evaluation, monitoring and evaluating the nursery's practice are now fully in place to enable the nursery to identify their strengths and any areas to develop. The manager and deputy manager monitor the staff's planning, to ensure the planning of activities in each age group is purposeful and responds to children's interests and addresses children's next steps in learning. Since the last inspection, the management team have worked closely with local authority advisers to continue self-evaluation and make improvements. This has had a positive impact on the monitoring and evaluation of practice, the further development of key person system and systems for planning and observing children. Staff are more knowledgeable, confident and supported in their roles. Consequently, children make good progress towards the early learning goals.

Since the last inspection, the management team have implemented weekly senior person meetings, planning meetings and monthly staff meetings. As a result, staff communication is very good and is effectively supporting positive changes within the provision and practice. There is now an effective appraisal system for all staff and they are encouraged to access training to further increase their skills. Staff have attended a range of training , such as safeguarding, outdoor play and planning to support and challenge learning. Effective staff observation, peer observation systems and training programmes are now in place. As a result, the staff team make use of self-evaluation and ongoing training to build upon their good practice and ensure that children continue to benefit from improvements made at the nursery.

The partnership between parents and the nursery is very good. Parents are kept informed about daily routines and staff take the time to talk to parents about their children's day. Parents express confidence in the standard of care, communication and their child's preparation for the future. They feel very welcomed into the nursery and are happy with the progress their children are making. Parents are encouraged to contribute to their children's progress records and become involved in the sharing of the children's learning and development. Parents attend a range of events , such as, Father's Day breakfast, Easter bonnet parade and parents' evenings. As a result, parents are fully involved in their child's learning and development and this helps them to extend activities to the home.

The Childcare Register

The requirements for the compulsory 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY403285
Local authority	Leeds
Inspection number	962880
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	43
Number of children on roll	42
Name of provider	Little Acorns Group Limited
Date of previous inspection	22/01/2014
Telephone number	01132 822038

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

