

# Acorns Day Nursery

Acorns Nursery/Sevenoaks Primary School, Bradbourne Park Road, Sevenoaks, Kent, TN13 3LB



<b>Inspection date</b>	18 February 2015
Previous inspection date	28 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff are aware of children's needs and abilities. They use accurate assessments to provide suitable activities to progress children's learning and development.
- The key person system is effective in promoting children's well-being and children form secure relationships with staff.
- Children display good behaviour and manners, and this is encouraged and praised by staff.
- The environment is bright and welcoming. A wide variety of resources are available to children, indoors and outdoors, to enhance their learning and emotional well-being.
- The provider actively encourages professional development and staff have access to regular training.
- Staff actively engage with parents and outside agencies to ensure that appropriate support is provided for children.

### It is not yet outstanding because:

- There is some inconsistency within the staff team in the quality of support to extend children's vocabularies during play.
- Some staff do not take all opportunities within the daily routine to fully promote children's independence.

## What the setting needs to do to improve further

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

- enhance opportunities within daily routines to further promote children's independence
- provide more consistent support to extend children's vocabularies.

### Inspection activities

- The inspector observed children's play and learning throughout the day.
- The inspector sampled a range of documentation, including development records and key policies.
- The inspector conducted a joint observation with the deputy manager.
- The inspector took account of parents' views through discussions.
- The inspector engaged in discussions with staff and the Special Educational Needs Coordinator.

### Inspector

Lauren Ferreira

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff use their secure knowledge of individual children's skills and abilities to provide suitably challenging activities. Children work at developmentally appropriate levels. For example, babies are placed on their stomachs to be able to move around and explore independently, also developing their physical skills. The environment is well-resourced to meet the needs of all children. Climbing equipment has been attached to a tree to enhance the climbing experience for children. Staff make use of puppets and emotion masks to develop children's emotional understanding and development. Staff effectively use opportunities to link learning experiences throughout the day. For example, staff helped children understand why they needed to walk carefully indoors when they had paint on their feet by comparing it to the slippery ice outside. Staff do not however, consistently extend children's vocabulary by reinforcing language relevant to the activities taking place.

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

Staff are good role models and consistently promote safety, health and hygiene practices. They actively engage with children and fully participate in activities. For example, staff engaged in the foot painting activity with the children, showing them what to do and modelling safety. Staff know when to actively support children and when to step back to give them opportunities to explore independently. In the pre-school room independence is encouraged through children's self-selection of snacks. This practice is not consistent however, and staff working with the children aged two to three years do not always take opportunities to promote independence. For example, staff pre-prepare the snack for the children. Effective partnerships between staff, parents and outside agencies ensure that children are well prepared and supported for any move between rooms or settings.

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

Management have a robust appraisal system ensuring strengths and weaknesses are identified and achievable professional development targets are set. Staff feel well supported and many opportunities are provided to develop their knowledge and practice. The Special Educational Needs Coordinator is part of a forum that meets regularly to discuss issues and to provide support needed to meet the needs of children with specific requirements. Parents contribute to their children's learning records and are kept well-informed of their children's progress and development. All staff demonstrate a clear understanding and knowledge of the signs and symptoms of harm to children, as well as the procedures to follow should the need arise.

## Setting details

<b>Unique reference number</b>	126962
<b>Local authority</b>	Kent
<b>Inspection number</b>	840591
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	39
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Company Child Care Ltd
<b>Date of previous inspection</b>	28 February 2011
<b>Telephone number</b>	01732 459162

Acorns Nursery registered in 1990. The nursery operates Monday to Friday, from 8am until 6pm for 51 weeks of the year. The nursery receives funding to provide free education to children aged three and four. There are 16 members of staff qualified to level 3. The nursery manager holds a first class Honours Degree in Early Education, with Early Years Professional Status.

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