

Little Acorns Nursery School



Southwater Infant School, Worthing Road, Southwater, HORSHAM, West Sussex, RH13 9JH

Inspection date	26 February 2015
Previous inspection date	27 April 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff provide a good balance of activities, which cover all areas of learning. Staff make regular observations and track children's development. This enables them to plan challenging activities, which help children to make good progress.
- Staff use information from parents about their children's individual needs to help them settle. Children have strong relationships with staff and involve them in their play. Therefore, children feel safe and secure which supports their emotional well-being.
- Staff have good relationships with other settings that children attend. Key persons share children's next steps, which helps to provide a consistent approach to their learning. Key persons also work in partnership with reception class teachers to ensure children have a smooth move to school.
- Staff have effective relationships with parents. They provide them with a range of information, which informs them of their child's development and enables them to be involved in their learning.
- The leadership and management team is committed to improving the provision for children. The manager takes into consideration the opinions of staff and parents to drive improvements, which ensures they feel valued.

It is not yet outstanding because:

- Some staff make decisions for children during their play. This does not fully promote children's thinking skills or their independence.
- Staff do not always provide visual aids to support children's early literacy skills in the outdoor environment. Consequently, not all children engage and may miss some learning opportunities.

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 thinking skills during play by asking purposeful questions to enable them to think and make decisions independently
- provide visual aids in the outdoor environment to strengthen children's literacy skills and motivate them to learn.

Inspection activities

- The inspector observed activities in the indoor and outdoor environment.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector took part in a joint observation with the manager.
- The inspector tracked children's development, viewed their development records and sampled the settings policies and procedures.
- The inspector spoke to parents to gain their views and opinions about the staff and setting.

Inspector

Hannah Barter

Inspection findings

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

Staff provide activities to develop children's knowledge of the world. For example, children learnt about Chinese flags and created their own using pens and craft materials. Staff initiate games with children and encourage their mathematical development by using dice to promote their language and knowledge of numbers. Staff use aspects of the daily routine, such as snack time, to enhance children's confidence with numbers. Staff provide good levels of encouragement and praise during activities that develop children's confidence and motivate them to learn. Children enjoyed creating structures from building bricks and manoeuvred their cars around them. However, some staff did not promote children's thinking skills by allowing them to make their own decisions. In the outdoor area, children enjoy riding cars and bikes around a track and chasing each other, therefore developing their physical skills. Staff supply children with chinks to make their chosen marks on the concrete to encourage their early writing skills. However, staff did not provide any visual aids outdoors to help children understand how to form letters.

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

Children behave well and respond to staff. This is because staff use clear explanations so children know what they want them to do and have a secure knowledge of what staff expect from them. Children have warm and considerate relationships with each other. They share resources, take turns and give encouragement and support to each other during play. Children demonstrated good levels of independence during snack time. They confidently cut up their fruit and poured their own drinks. Staff use this time as an opportunity to teach children about the importance of healthy eating. Staff encourage children to take responsibility for their safety within the setting. For example, teaching them about using scissors safely and taking part in regular fire drills.

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

The leadership and management team has a thorough knowledge of all aspects of the safeguarding and welfare requirements. Consequently, staff implement the nursery's procedures to ensure they keep children safe. Leaders and managers use good recruitment procedures to ensure the suitability of staff. The manager provides ongoing support during staff induction and has ongoing discussions about professional development. For example, at recent training staff learnt how to provide activities that are suitable for all children regardless of their beliefs and cultural traditions. This has had a positive impact and means staff adapt activities so all children can join in. The manager monitors the provision by observing staff and provides feedback to help them develop and improve practice. The manager reviews children's development records to ensure staff plan effectively for children's next steps and any gaps in their learning are closing.

Setting details

Unique reference number	EY416030
Local authority	West Sussex
Inspection number	832312
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	45
Name of provider	A Step Ahead Ltd
Date of previous inspection	27 April 2011
Telephone number	07939241551

Little Acorns Nursery School registered in 2010. It operates from a self-contained classroom within the grounds of Southwater Infant School, Southwater, West Sussex. The setting is open each weekday from 8.50am to 3.30pm during school term time. The setting receives funding for the provision of free early education to children aged two, three and four years. There are nine members of staff, all of whom hold a full and recognised childcare qualification to a minimum of level two. The manager is qualified to level five and the owner has Early Years Teacher Status.

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