Summary of key findings for parents

This provision is outstanding

- The quality of teaching across the nursery is outstanding. Staff provide an exceptional range of rich, varied and imaginative learning experiences for children, which include exploring in the woods opposite the nursery.

- Staff clearly demonstrate how children with special educational needs and/or disabilities make exceptionally good progress. Where children's starting points are below those of other children of their age, assessment shows they are improving consistently over a sustained period and the gap is closing.

- The nursery manager is highly effective in driving improvement. All staff demonstrate a secure knowledge and understanding of the Early Years Foundation Stage and an uncompromising commitment towards achieving excellence in all areas.

- Children form strong attachments with staff that care for them each day and, as a result, the individual needs of children are met extremely well.

- Vigilant and attentive staff position themselves to see all play areas. Their timely interventions consistently promote children's health and safety, learning and development.

- Staff seize every opportunity to enrich the curriculum and promote children's learning. This includes outside play in all weathers, where children dig for hidden treasure and insects in the compost pit.

- The turnover of staff is low and qualified and experienced staff are excellent role models and act as mentors to those less qualified. This has a positive impact on staff practice and the quality of interaction to support children's learning throughout the nursery.

- Excellent partnerships between staff, parents and support agencies, including the local authority, successfully promote children's learning in the setting and at home.
What the setting needs to do to improve further

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

- include feedback from staff observations at supervision to identify the strength of staff interactions with the children and to agree personal targets, to continually enhance professional practice across the provision.

Inspection activities

- The inspector looked at the premises in relation to health and safety.
- The inspector observed staff’s practice and their engagement with children throughout the inspection.
- Children’s activities were jointly observed and discussed with a deputy manager in relation to staff’s engagement with the children.
- The inspector looked at the children’s records of achievement, observations and assessments in addition to other relevant documentation.
- The inspector checked evidence of staff’s suitability and qualifications and discussed issues arising from the nursery’s self-evaluation and action plan.
- The inspector took account of the views of children and parents spoken to on the day of the inspection.

Inspector
Cathleen Howarth
Inspection findings

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

Teaching is exemplary. Staff use their knowledge of how children learn and their expertise in teaching, to support children's learning and development exceptionally well. They gain the children's attention before speaking to them and skilfully support conversations, giving children time to reflect and respond to what has been said. They extend children's language and vocabulary by repeating what a child has said and adding new words into the sentence. Staff comment on what children are doing and learning rather than asking lots of questions. Babies acquire key skills to support their development through sensory activities. Older children make marks on surfaces and in trays filled with foam. They participate extremely well in interactive group activities, taking turns to stand up, hold hands and move around with a partner. Planning and assessment arrangements are highly effective. Staff demonstrate how children make significant progress from their starting points, in all areas of learning. Children are prepared exceptionally well for starting school and for the next steps in their learning because they are developing essential skills for the future. They ask questions and use their initiative to find ways to do things.

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

Children's social and emotional development is supported exceptionally well. This is because staff are very consistent when supporting children's daily care practices, such as feeding, sleeping and changing nappies. Staff make every effort to ensure these practices are carried out by the child's key person. In the baby room the child's main carer cradles and rocks babies to sleep. They then transfer them to the cot, where they are safe to stretch and turn in their sleep. Sleeping children are continually supervised by a designated member of staff. Attractive window coverings, dimmed lighting and soft background music enables the babies to sleep undisturbed; waking rested and refreshed to make full use of the resources and activities provided. Older children develop social skills, such as empathy, respect and turn-taking to enable them to build and sustain relationships with their peers. Staff also have an excellent understanding of their responsibilities to safeguard children. They implement policies and safe working practices extremely well to support children's health, safety and well-being.

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

The manager's commitment to staff training is exemplary and children make rapid progress in their learning. Staff use their expert knowledge of child development to support children's play through skilful interactions. They observe each other interacting with the children. The nursery has an ethos of shared problem-solving, mutual respect, trust and appreciation, where these observations work extremely well. Self-evaluation accurately identifies how staff can improve even further. The manager recognises there is scope to further enhance staff supervision by always including feedback from these observations, to identify the strength of staff's interactions with the children, and agree personal targets; continuing to build staff's expertise and confidence across the provision.
Setting details

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<td><strong>Inspection number</strong></td>
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<td><strong>Registration category</strong></td>
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<td><strong>Total number of places</strong></td>
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<td><strong>Number of children on roll</strong></td>
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<tr>
<td><strong>Name of provider</strong></td>
<td>Little Acorns Day Nursery (Huddersfield) Limited</td>
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<tr>
<td><strong>Date of previous inspection</strong></td>
<td>26 March 2009</td>
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<tr>
<td><strong>Telephone number</strong></td>
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Little Acorns Day Nursery was registered in 2005. The nursery employs 20 members of childcare staff and all hold appropriate early years qualifications at levels 2 to 6, including one with Qualified Teacher Status. The nursery opens from Monday to Friday, most of the year. It is closed at Christmas time. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities.

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