

Tiny Acorns

17 Dalrymple Road, LONDON, SE4 2BQ



Inspection date

5 May 2015

Previous inspection date

16 June 2011

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|--|----------------------|----------------------|---|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Requires improvement | 3 |
| The contribution of the early years provision to the well-being of children | | Requires improvement | 3 |
| The effectiveness of the leadership and management of the early years provision | | Requires improvement | 3 |
| The setting does not meet legal requirements for early years settings | | | |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching provided within the younger children's rooms is variable and not always sufficiently focused to challenge all children to make good progress in their learning.
- The organisation within the three younger children's rooms is not always effective. As a result, children cannot freely access a range of quality learning resources. Staff restrict younger children's learning as they care for them in one room instead of using all the space available.
- The organisation of reading areas within the younger children's rooms does not fully inspire children's use and enjoyment of books.

It has the following strengths

- The manager and staff ensure that safeguarding children takes a high priority. Staff clearly understand what to do should they have concerns about children's welfare. The setting is safe, secure, and staff implement effective risk assessments and policies.
- Pre-school children make good progress in their learning as staff are skilful communicators and listen carefully to children. They help children gain new vocabulary and respond effectively to their needs. This extends children's communication and language development. This effectively contributes to the children's readiness for moving on to school.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching methods within the younger rooms, to challenge children to enable them to make good progress in their learning
- ensure the organisation of the younger rooms within the nursery meet the needs of all the children at all times, to fully support the children's learning and development.

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

- provide younger children with consistently good quality books and enable them to always access the books independently.

Inspection activities

- The inspector carried out observations of staff interactions with the children in the inside and outside play areas.
- The inspector spoke to the manager and staff regarding recent training, evaluating methods and safeguarding practice.
- The inspector looked at a sample of policies, procedures and documents, including safeguarding, complaints and behaviour management, and information gathered when a child starts at the nursery.
- The inspector carried out a joint observation of practice with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and from a recent questionnaire.

Inspector

Claire Douglas

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff make observations of children as they play and plan activities based on their interests and stage of development. However, the quality of teaching is variable and not all staff show the same level of skill when supporting, challenging and questioning children. Resources for younger children are not freely available, which means literacy and a love of books are not encouraged. Nevertheless, children enjoy their time in the nursery. Young children experiment with corn flour and they find bricks to build with or sand to pour into cups. Staff respond to the babbling sound babies make and use sounds to encourage good manners. Older children use language to initiate conversations with their friends. Staff encourage them to write their names on their artwork and they are beginning to link sounds to letters. Parents remain well informed about their children's progress and comment that they feel very happy with the service provided.

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

Older children develop independence through having easy access to play materials in the pre-school room. Younger children have less space to explore and develop independence due to staff not effectively using all of the space available to them. Children eat well and mealtimes provide opportunities for staff to promote children's confidence and physical well-being as they discuss healthy foods. Children develop their self-care skills as they learn to feed themselves with appropriate cutlery and pour their own water. Children enjoy being active in the fresh air. Staff encourage self-motivation as they take turns to manoeuvre wheeled toys or kick a ball in the garden. Older children go on visits to local museums, schools and travel further afield to places like China Town. This supports emotional well-being and a growing understanding of the world. Children behave appropriately. Staff remind children to be kind towards one another and explain why certain behaviours are not acceptable.

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

The manager and staff implement the requirements of the Early Years Foundation Stage effectively. However, there are inconsistencies in the quality of teaching within the younger group rooms. The manager takes account of the views of children, parents, staff and other professionals to reflect on practice. This enables children to receive consistency from staff and helps the nursery to continue to improve. Staff recruitment procedures are effective in ensuring all those working with children are suitable. Staff hold relevant qualifications and continue to build on their skills through training and supervision, which improve outcomes for children. For example, one member of staff attended training on treasure baskets and shared the information with staff and parents. Children now have access to natural play materials helping them to explore and investigate further.

Setting details

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| Unique reference number | EY333372 |
| Local authority | Lewisham |
| Inspection number | 828216 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 26 |
| Number of children on roll | 29 |
| Name of provider | Sharon Roye |
| Date of previous inspection | 16 June 2011 |
| Telephone number | 02086943553 |

Tiny Acorns registered in 2006. The nursery operates in the London Borough of Lewisham. The nursery is open each weekday from 7.30am to 6.30pm throughout the year, except public holidays and one week at Christmas. The provider is in receipt of funding for the provision of free early education to children aged three-and four-years-old. There are eight members of staff including the manager, of whom all hold relevant childcare qualifications. The manager has Early Years Professional Status.

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