

Inspection date	19 May 2016
Previous inspection date	27 October 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The management team is highly reflective and strives for sustained and continual improvement. They inspire and successfully lead a highly motivated, dedicated and well-qualified staff team.
- Development planning is rigorous and focused on supporting children's excellent progress. Priorities are established from the nursery's superb self-evaluation and from close monitoring of the progress of individuals and groups.
- Children are extremely confident and self-assured for their ages. They behave superbly and staff are excellent role models for them.
- Staff are highly skilled in gradually increasing the level of challenge and breadth of experiences as children develop. Children are introduced to routines that promote their independence from an early age. They are exceptionally well equipped with the skills and attitudes that they need by the time they move to school.
- Parents are highly complimentary of the nursery. They comment that children are encouraged to develop a real love of learning and they feel valued as partners in their children's learning.
- Staff have a continuous focus on learning and take all opportunities to teach children. This supports children's excellent progress and preparation for school.
- The quality of staff practice is significantly enhanced by the rigorous approach to their development. Managers provide exceptional supervision for staff who benefit from high-quality coaching, training and support.
- Managers have built highly supportive partnerships with other settings, to guide improvement and share best practice.

What the setting needs to do to improve further

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

- build on the outstanding support for staff development that maintains the excellent practice of the highly skilled staff team.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with a nursery manager.
- The inspector held a meeting with all managers and the special educational needs coordinator.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some children and parents during the inspection and took account of their views.

Inspector

Lisa Bolton

Inspection findings

Effectiveness of the leadership and management is outstanding

Arrangements for safeguarding are effective. Staff know precisely what to do in the event of a concern about a child. Children's safety is central to staff practice. Very rigorous security systems are in place and strict procedures for visitors help to protect children from harm. A highly comprehensive system of monitoring helps to strengthen the accuracy of the effective assessment systems. Very strong partnerships with parents and external agencies help to ensure that children receive prompt support if they have gaps in learning. Managers are determined that parents and children benefit from working closely with health professionals. Managers are now considering how to further build on staff development that maintains the excellent quality of their practice.

Quality of teaching, learning and assessment is outstanding

Staff have a comprehensive understanding of child development. Meticulous planning is carefully matched to children's needs. Staff are well supported by the special educational needs coordinator to ensure that strategies in place are effective in meeting the needs of all children. Staff know precisely how to support children's curiosity and thinking skills. The youngest children benefit from excellent sensory activities which staff share with them. For example, toddlers and staff giggle as they delight in exploring the feel of cotton wool on each other's faces. Staff ask older children a good range of questions to provoke critical thought. Parents are encouraged to share information about children's learning at home and this helps to tailor experiences for children. For example, parents contribute their own assessments of children's learning when children start to attend and staff use this to help children to settle.

Personal development, behaviour and welfare are outstanding

Staff have a deep understanding of children's emotional needs and are highly responsive to their feelings. They regularly evaluate their practice and make changes to the daily routine based on their clear desire to best support children's physical and emotional well-being. Children feel at ease and this significantly contributes to their willingness to try new things. Staff have a strong focus on encouraging children's independence and children are empowered by managing small tasks by themselves. For example, children take great pride in undertaking the responsibility of being the snack helper. Staff support children to learn about healthy habits, including developing a love of physical exercise and eating healthily. Arrangements for preparing children for school are first-rate. For example, staff offer early support for the building of friendships between children who are due to attend the same school.

Outcomes for children are outstanding

Children make excellent progress from their starting points. They are particularly confident and a strong focus on children's writing and mathematics has led to an increase in their involvement. For example, boys are particularly highly motivated to make marks in the superhero-themed writing area. More-capable children are challenged and encouraged to excel. Children who have special educational needs or disability progress well in relation to their needs and abilities.

Setting details

Unique reference number	502621
Local authority	Warrington
Inspection number	847958
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	52
Number of children on roll	136
Name of registered person	Little Acorns Children's Day Nursery Limited
Registered person unique reference number	RP519509
Date of previous inspection	27 October 2011
Telephone number	01925 790500

Little Acorns was registered in 2000. The nursery employs 21 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disability.

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