

Little Acorns Day Nursery

192 Leigh Road, Worsley, Manchester, M28 1LW



Inspection date	29 July 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children's independence skills are fostered well throughout the nursery. Very good opportunities, such as pouring their own drinks and accessing water for their play outside help children to develop motivation and confidence in carrying out tasks for themselves.
- Staff are supported, through effective supervision and training opportunities, to improve the quality of the effectiveness of their teaching. This has a positive impact on children's outcomes.
- Good systems are in place to review children's progress. This ensures that children receive the correct intervention, if required, to meet their individual needs.
- Staff provide stimulating learning environments for children, both indoors and outdoors. This highly motivates children and helps them to develop into keen and confident learners.
- Highly effective systems are in place to ensure the nursery environment is fit for purpose and suitable for all children cared for on the premises. This ensures children's safety and well-being.

It is not yet outstanding because:

- Some planned activities for the youngest children occasionally lack the meticulous level of planning to give them the best chance to build on their existing skills and rapidly achieve their next steps in learning.
- Self-evaluation does not yet show precise targets for further development or assess the impact that current priorities for improvement have on children's outcomes.

What the setting needs to do to improve further

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

- enhance the planning in the baby care room to ensure that all adult-led activities are tailored to children's individual learning needs and abilities so that they make more rapid progress
- enhance self-evaluation procedures further to identify more precise areas for development and assess the impact that improvements have on children's learning.

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 joint observations with the manager.
- The inspector held a meeting with the manager and senior childcare manager. She looked at and discussed relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a group of parents and carers during the inspection and took account of their views.

Inspector

Nicola Jones

Inspection findings

Effectiveness of the leadership and management is good

Overall, the manager maintains a good overview of the activities and experiences available to children in the nursery. She spends time working alongside staff gaining first-hand experience of what is working well and identifying areas for improvement. The arrangements for safeguarding are effective. There is a comprehensive understanding of how to keep children safe among the staff team. They supervise children well at all times and ratios are maintained throughout the day. Partnerships with parents are strong. They take an active part in many aspects of the nursery and are helped to support their children's individual needs. Parents write comments to show their appreciation, such as, 'The staff are always friendly, welcoming and willing to go above and beyond what is needed for the welfare and development of the children.'

Quality of teaching, learning and assessment is good

The well-qualified staff team support children's communication skills well, overall. They sit alongside younger children and extend their growing vocabulary by modelling words, such as the names of farm animals. Effective use of questioning is made by staff supporting two- and three-year-old children. They use simple games to encourage children to think about where animals live and what they might eat. Pre-school children are supported equally well to develop their mathematical skills. Staff encourage them to count beyond 10 to find out how many pieces of cereal they have placed onto lengths of dried spaghetti. Provision for children who have special educational needs or disability is very good. Staff work effectively with other professionals involved with them to maintain a joint approach in helping children to make good progress, based on their individual starting points.

Personal development, behaviour and welfare are good

Good arrangements are in place to meet children's physical needs. Meticulous care is taken to ensure any allergies children may have are addressed appropriately by the staff team. Staff support the emotional needs of children new to the nursery very well. They adopt a joint approach to help children develop attachments with their key person and other adults supporting them in the room. High-quality information about children is gathered from parents on entry and is shared with other settings when children move on from nursery. This helps to ensure continuity is maintained for children's individual needs. Children's behaviour in the nursery is good. Staff are quick to intervene should any minor conflicts occur. They use gentle explanations and reminders of rules and boundaries in the nursery.

Outcomes for children are good

Children make good progress in their learning and development. Some children make progress that is better than good, based on their starting points. They are gaining a wide range of skills and knowledge in preparation for school. Younger children extend their mathematical skills and begin to use some number names as they play. Older children develop their literacy skills when they write their name as they arrive at the nursery.

Setting details

Unique reference number	EY484087
Local authority	Salford
Inspection number	999188
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	45
Number of children on roll	51
Name of registered person	Little Acorns Nurseries Limited
Registered person unique reference number	RP535314
Date of previous inspection	Not applicable
Telephone number	01617994932

Little Acorns Day Nursery was registered in 2014. The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or higher, including one member of staff with early years professional status and one with qualified teacher 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. The nursery supports a number of children who have special educational needs or disability.

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