

Inspection date	29 September 2016
Previous inspection date	29 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Management and staff have high expectations of what children can achieve and plan a wide range of challenging learning experiences. Children make good progress from their initial starting points.
- Management and staff are good role models. Children's behaviour is good and they show respect and care for each other. They are tolerant, kind and display very good manners.
- Partnerships with parents and other providers are good. Management and staff use a wide range of communication methods to exchange information with them. They find out about children's achievements and use this knowledge to complement their teaching. Parents comment that they value the care their children receive.
- Management and staff have successfully addressed the recommendations raised at the previous inspection and identified areas for further development to support continuous improvement.

It is not yet outstanding because:

- At times, management and staff do not recognise opportunities to extend children's mathematical skills.
- Assessment arrangements are not fully effective in helping staff to precisely monitor the progress made by different groups of children to identify any gaps in learning as promptly as possible.

What the setting needs to do to improve further

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

- provide more opportunities for children to practise their early mathematical skills and understanding of mathematical ideas
- monitor the progress of different groups of children more precisely to be able to target teaching to help children consistently make the best possible progress.

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 sampled a range of documentation including attendance records; accidents; staff suitability checks; the self-assessment information; children's observation, assessment and planning records; and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the management team.
- The inspector completed a joint observation with the nursery manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection and from written feedback.

Inspector

Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Management and staff keep up to date with changes in legislation. They have a good understanding of confidentiality and the procedure to follow if they have concerns about a child's welfare. Thorough vetting, recruitment, induction and monitoring procedures are in place to help ensure that all adults working within the setting are suitable. For example, staff who are awaiting confirmation of their vetting checks wear a colour-coded badge and do not work alone, or attend to children's personal needs. Management places a strong emphasis on ensuring all staff are equipped for their role. For example, they monitor the quality of their teaching, give feedback to help develop their skills and swiftly identify any underperformance. This helps to enhance their skills and knowledge. Management and staff are well qualified and encouraged to develop their qualifications and skills. They undertake in-house training, as well as attending a range of external courses to help improve children's outcomes.

Quality of teaching, learning and assessment is good

Staff regularly observe and assess the progress of each child in their play. They use this information accurately to identify and plan what they need to learn next. Staff support children's language development well. For example, they encourage older children to talk about past events, and introduce younger children to new words, such as 'tractor' and 'trailer'. Children's literacy skills develop well. For example, they practise writing their names and some understand the sounds that letters represent. Children learn to play cooperatively with their friends. For example, they share technology resources and look at books together. Children have lots of opportunities to develop their imaginations. For example, children make mud soup and pretend they are on a bus journey outdoors.

Personal development, behaviour and welfare are good

Children develop a strong sense of emotional well-being. They settle quickly and build a strong and trusting bond with their key person. Staff consider children's safety at all times. For example, regular safety checks are completed and staff are deployed effectively. Children are familiar with the daily routines and become increasingly independent in their learning. For example, they develop their physical skills as they enjoy the freedom to access the well-resourced garden. Children learn to value the beliefs of others as they celebrate different cultural and religious festivals.

Outcomes for children are good

All children, including those who have special educational needs or disability, make good progress in readiness for the next stage of their learning and school. Children are happy, sociable and confident. Children delight in taking part in sensory experiences. For example, they have a great deal of fun with paint, mud, sand and natural objects.

Setting details

Unique reference number	EY369943
Local authority	Gloucestershire
Inspection number	1074143
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	0 - 4
Total number of places	66
Number of children on roll	130
Name of registered person	Acorns Nursery School Limited
Registered person unique reference number	RP527779
Date of previous inspection	29 July 2013
Telephone number	01285 655 505

Acorns Nursery School Ltd registered in 2005 and is situated in the centre of Cirencester, Gloucestershire. The nursery opens on Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery employs 24 members of childcare staff. Of these, 16 hold appropriate early years qualifications from level 2 to level 5. The owner has a teaching qualification and Early Years Professional Status. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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