

# Acorn Day Nursery and The Primary Club

Forestdale Primary School, Woodpecker Mount, Pixton Way, Croydon, Surrey, CR0  
9JE



<b>Inspection date</b>	20 January 2017
Previous inspection date	2 December 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Partnerships with parents are strong. Parents appreciate the opportunities to contribute to their children's assessment records and feel involved in their children's learning.
- Children make good progress. Staff identify the next steps in their learning and plan activities which help to engage, motivate and interest children.
- There are strong relationships between children and staff. Children are happy, confident and settle easily. This helps to support their emotional well-being.
- Staff build effective partnerships with other settings that children attend and schools. They share a wide range of information, which helps to support and provide consistency in children's learning and care as they move between settings.
- Staff are well supported. The manager holds regular meetings with them to discuss their practice. She provides support and coaching and helps staff to identify aspects of their professional development to improve. Staff regularly attend training to extend their skills and knowledge, which helps to raise outcomes for children further.

### It is not yet outstanding because:

- Staff do not consistently make the most of opportunities to encourage children to think about and make connections between different parts of their learning.
- Staff miss opportunities to build on children's interest in mathematical ideas and concepts.

## What the setting needs to do to improve further

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

- make greater use of opportunities to encourage children to think about and make connections in their learning
- build further on children's interest in mathematical ideas and concepts.

### Inspection activities

- The inspector observed the staff playing with the children in the indoor and outdoor learning environments.
- The inspector spoke to the manager, staff and children.
- The inspector sampled a range of documentation, including information on children's progress.
- The inspector sampled a range of safeguarding policies and procedures and risk assessments.
- The inspector spoke to parents, examined their completed questionnaires and took account of their views.

### Inspector

Jill Thewlis

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know how to keep children safe from harm. They have attended training to help them understand who to contact if they have any concerns about children's safety or welfare. There are effective procedures for self-evaluation. The manager seeks the views of staff and parents to help her identify areas to improve. For example, new home learning packs for parents to use with their children have recently been introduced. Staff risk assess the premises regularly to help ensure that children play and learn in a safe environment. Children who have special educational needs are well supported. Staff work with parents and seek advice from other professionals to help children catch up in areas where they need additional help. Staff monitor children's progress closely. They identify any gaps in learning and plan activities to help children catch up.

### Quality of teaching, learning and assessment is good

Children have a wide range of activities to choose from. Their physical development is well supported. For instance, they enjoy throwing and catching balls and riding wheeled toys and scooters outside. Children learn to recognise the differences between themselves and others. For example, staff challenge them to complete an obstacle course without using their legs. Children celebrate the festivals and customs of other cultures. For example, they create dances with Chinese dragons and sample foods from other countries. Children set themselves challenges. For example, they arrange the pieces of the water wall outside in different ways and explore the flow of water.

### Personal development, behaviour and welfare are good

Independence is actively supported. Children are encouraged to put on the role-play clothes without adult support. They smile delightedly at their success, which helps to support their self-esteem and confidence. Children learn to put on their own shoes and recognise when they are on the wrong feet. Staff provide nutritious meals, which helps to support children's good health and well-being. Children understand routines and learn to take responsibility for their environment. For instance, they happily tidy up when it is time for meals in response to the 'tidy up' music.

### Outcomes for children are good

All children are well prepared for the next stage of their learning, including the move to school. Those who have special educational needs catch up and make steady progress towards expected levels of development for their age. Children enjoy stories. For instance, they listen to stories and join in with repeated phrases. Children are confident communicators and freely express their ideas and opinions. For example, they talk about what they are good at and what they want to achieve next. Children learn to recognise their names on their water bottles and write their names independently.

## Setting details

<b>Unique reference number</b>	EY262789
<b>Local authority</b>	Croydon
<b>Inspection number</b>	1061713
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Southern Childcare Facilities Limited
<b>Registered person unique reference number</b>	RP909867
<b>Date of previous inspection</b>	2 December 2013
<b>Telephone number</b>	0208 768 3434

Acorn Day Nursery registered in 2004. The nursery is run by Southern Childcare Facilities Limited and operates in the grounds of Forestdale Primary School in Selsdon. The nursery is open each weekday from 7.30am until 6pm, 51 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery employs six staff. All staff hold appropriate childcare qualifications at level 2 or above.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

