

<b>Inspection date</b>	12 May 2017
Previous inspection date	24 November 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

- Teaching is of a good standard. The manager supervises staff very well and uses information from discussions and observations to target specific training needs.
- The manager monitors and tracks children's learning closely. She helps staff provide one-to-one support for all children who require extra input or who have special educational needs and/or disabilities.
- Partnerships with parents are effective. The management team and staff use various strategies to keep parents well informed about their children's learning. Parents are very complimentary about the staff team.
- Self-evaluation is successful. The manager effectively develops meaningful targets to continually improve outcomes for children. For example, since the previous inspection, she has developed secure systems for recruitment, safeguarding and the general support of staff to evaluate and build on their teaching skills.
- Staff provide a welcoming environment. Children are happy and settle well, forming secure bonds with their key persons.

### It is not yet outstanding because:

- Overall, children are very well behaved. However, occasionally there are short delays with helping children manage their feelings and to understand those of others.
- Generally, children are fully engaged in activities, however, sometimes older children's opportunities to follow their own interests are not as well promoted.

## What the setting needs to do to improve further

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

- consider ways to organise the learning environment even more effectively to help older children fully explore and follow their interests
- enhance ways to consistently support all children to manage their own feelings and those of others more effectively.

### Inspection activities

- The inspector observed a range of activities and spoke with the children during the inspection.
- The inspector held a meeting with the nursery manager and deputy, discussing improvements made and actions taken since the last inspection.
- The inspector reviewed a wide range of documentation, including staff suitability checks, self-evaluation documents, observations, assessments, planning records and documentation linked to checking children's progress.
- The inspectors carried out a joint observation with the deputy manager.
- The inspector spoke to staff and questioned them on their understanding of safeguarding and children's learning and development.

### Inspector

Acima Hosein

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have very secure knowledge of keeping children safe and what to do if they have concerns. The manager uses updated policies and procedures effectively to help drive good practice and ensures staff are fully aware of any updates. Recruitment and induction procedures are rigorous and contribute successfully to the ongoing suitability of staff. The manager's monitoring of the educational programme and staff's practice is very focused. This has resulted in rapid progress being made to improve the nursery. For example, a new system for the supervision of staff quickly identifies and addresses any inconsistencies in the quality of teaching. Constant observation of children's progress helps to ensure that all children's needs are met, and that activities are delivered successfully and reflect the children's interests, overall.

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

Children make good progress through all areas of the curriculum and develop a positive attitude towards learning. Systems for the planning of children's activities have been updated since the last inspection, such as new 'in the moment' planning now takes the children's views into consideration. For example, staff expand on children's fascination with leaves from a trip, talking about the different sizes and using all senses to explore their findings. Children's activities are exciting and staff focus on listening to the children's voice. Staff's accurate observations of the children influence planning activities. This helps staff to plan activities based on what children enjoy and can do, overall. Staff assess children's progress each term and feedback to parents who feel involved in their children's learning. Parents report on the rapid progress their children have made since starting at the nursery.

### Personal development, behaviour and welfare are good

Children settle well and are happy. Babies confidently explore an exciting and well-resourced baby room, moving seamlessly through different areas on their journey of exploration. Older children continue to explore an abundance of activities, gaining skills and understanding while investigating their ideas, for example, guessing how much water and dirt is needed to make mud pies. Overall, staff are very responsive to children's needs, recognizing when some children need extra emotional support. The setting supports children's transitions exceptionally well, working closely with other schools that the children will attend.

### Outcomes for children are good

Children develop valuable skills and a secure foundation to support them well for their future learning. They demonstrate good mathematics, and words and letters skills. They show high levels of cooperation and respect for others which help prepare them for school and beyond.

## Setting details

<b>Unique reference number</b>	EY449725
<b>Local authority</b>	Southwark
<b>Inspection number</b>	1079552
<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>	0 - 4
<b>Total number of places</b>	110
<b>Number of children on roll</b>	87
<b>Name of registered person</b>	Little Acorns The Next Generation Ltd
<b>Registered person unique reference number</b>	RP529454
<b>Date of previous inspection</b>	24 November 2016
<b>Telephone number</b>	02072522300

Little Acorns registered in 2012. It is located in Bermondsey, in the London Borough of Southwark. The nursery is open each weekday from 7.30am to 6.30pm, throughout the year, with the exception of public holidays. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery employs 21 staff who work directly with children. Of these, one holds a qualification at level 6, 13 hold qualifications at level 3, six hold qualifications at level 2 and one member of staff is unqualified.

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 2017

