

Icklesham Acorn Nursery Ltd



High Fords, Icklesham, WINCHELSEA, East Sussex, TN36 4BX

Inspection date

6 September 2017

Previous inspection date

10 June 2014

| 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 | | Outstanding | 1 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Senior leaders recognise the importance of strong partnerships with parents. They have taken positive steps to improve the opportunities parents have to contribute to their child's assessment. Parents value the regular conversations they have with key persons about their child's learning.
- Children feel safe and secure and their behaviour is exemplary. Exceptionally warm and trusting relationships exist between children and staff. This helps to support their self-confidence and emotional well-being.
- Key persons discuss children's starting points with parents. From then, regular observation of children as they play and learn helps staff to establish children's next steps, to support progress in their learning. Children make good progress.
- Where the care of a child is shared with another provider, including schools, staff discuss children's achievements and next steps with other carers. This helps to support consistency in children's learning and development.

It is not yet outstanding because:

- Not all of the staff make effective use of the available assessment information, to support fully children's progress in their learning and development.
- Sometimes, staff do not use effective questioning fully to support children's independent thinking skills.

What the setting needs to do to improve further

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

- increase consistency in the way all staff monitor and support children's progress
- provide consistent challenge for children to encourage their independent thinking skills further.

Inspection activities

- The inspector examined a range of documents, including those relating to safeguarding children and managing their behaviour.
- The inspector checked the suitability of the staff and looked at children's learning and progress records.
- The inspector and the manager observed members of staff interacting with children and discussed their practice.
- The inspector read the evaluation documents and discussed these with the manager.
- The inspector spoke to a range of parents and children and took their views in to consideration.

Inspector

Jill Thewlis

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a comprehensive understanding of how to keep children safe. They know whom to contact if they have a concern about a child's safety or welfare. Leaders evaluate their practice and introduce new ways of working to enhance the provision. For example, recent improvements to the recording of absence, accident and the administration of medicine procedures help to provide increased support for children's well-being. Staff regularly check children's progress and take steps to identify and close any gaps in their learning. Staff know how to help children who have special educational needs and where additional advice can be obtained. Leaders provide good support for staff. There are frequent opportunities to discuss their practice and identify training needs, helping staff to increase their knowledge and skills further.

Quality of teaching, learning and assessment is good

Staff support children's mathematical skills well. For instance, children have many opportunities to count and recognise shapes. They can voluntarily use mathematical language, such as 'one more'. Children are encouraged to read and they use initial sounds to recognise common words, such as days of the week. They have access to a wide range of attractive books. Staff organise the environment to support children's early reading skills well. For example, a wide range of common words is on display, including words to support children with English as an additional language. Staff support children's physical skills well. For example, children practise how to catch a ball and are delighted when they succeed. Children learn about other cultures and customs. For example, they listen to parents read stories from their homeland and cook traditional foods.

Personal development, behaviour and welfare are outstanding

Children have an excellent understanding of routines. For instance, they very enthusiastically help to tidy up and put out chairs, which they carry safely. They share and take turns exceptionally well without reminders. For example, children offer others toast and fruit at snack time. Children demonstrate highly positive social skills. At mealtimes, they chat very amiably with each other and with staff about their holiday experiences. Staff provide excellent support to help children understand risk. For instance, they remind children not to put too much food into their mouth, in case they choke. The highly stimulating activities based on children's interests helps children to be extremely well motivated. They demonstrate extraordinary powers of concentration as they create complicated structures, using simple tools extremely effectively.

Outcomes for children are good

Children are very ready for the next stage of their education, including school. They learn to write their name and blend sounds together to read simple words. Children can manage their own personal needs and learn to be independent. They confidently explore the environment and lead their own learning, freely and independently choosing their activities. Children develop an ability to problem solve, as they work out how to press the bottle of water against the door to make a pattern.

Setting details

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| Unique reference number | EY473086 |
| Local authority | East Sussex |
| Inspection number | 1069970 |
| 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 | 2 - 4 |
| Total number of places | 24 |
| Number of children on roll | 27 |
| Name of registered person | Icklesham Acorn Nursery Limited |
| Registered person unique reference number | RP904189 |
| Date of previous inspection | 10 June 2014 |
| Telephone number | 01424813026 |

Icklesham Acorn Nursery Ltd registered in 2013, following a change of company name and company status. It operates from a purpose-built self-contained building within the grounds of Icklesham Primary School in Icklesham, East Sussex. The nursery is open each weekday from 8am to 4pm during school term times. There are six members of staff, five of whom hold appropriate early years qualifications. The manager has achieved early years professional status, and four staff have qualifications at level 3 or above. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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