

Little Acorns Nursery Ltd

Knottingley High School, Middle Lane, Knottingley, West Yorkshire, WF11 0BZ



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| Inspection date | 16 October 2017 |
| Previous inspection date | 27 February 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

- Children are active and eagerly participate in activities. Staff provide an exciting and stimulating environment that is well resourced. They have developed the garden to ensure that all children, particularly boys are well motivated to play and learn.
- Staff form strong and supportive relationships with parents who are complimentary about the calmness and warmth of the nursery. Parents feel that staff are friendly and professional and that their children are safe and secure in their care.
- Staff sensitively help children to behave well and develop good relationships. They set clear boundaries and praise children for their good behaviour. Children are learning to share, take turns and be kind. Older children follow the nursery rules well and identify that 'telling the truth' is a rule.
- Leaders have high expectations of what children can achieve. They carefully monitor the progress of all children each term, and identify those who are at risk of falling behind. Staff know how to access external agencies for support where necessary and plan well to help children catch up in their development.

It is not yet outstanding because:

- Leaders do not focus observations of staffs practice precisely enough, to consistently develop staffs knowledge, and improve the quality of teaching further to extend children's learning even more.
- On occasions, staffs over enthusiastic questioning during activities interrupts children concentration, thinking and does not give them the time they need to respond to questions.

What the setting needs to do to improve further

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

- focus observations of staffs practice more precisely on developing staffs knowledge and teaching skills further, to extend children's learning even more
- provide children with more uninterrupted time to develop their concentration, thinking and give them the time they need to respond to questions.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and evaluated the impact this has on children's learning.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector completed two joint observations of teaching with the leaders and discussed the nursery's self-evaluation.
- The inspector held a meeting with the leaders and looked at relevant documentation, including evidence of suitability of staff working in the nursery, policies and children's records.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Kate Banfield

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders are qualified to train staff in safeguarding. All staff have a good understanding of how to protect children. They are confident in knowing what to do if they had concerns about a child's welfare. Leaders analyse any accidents or injuries effectively, and use this information in the thorough risk assessment process to help reduce the chance of reoccurrence. Leaders evaluate the nursery's strengths and areas for development accurately and include the views and ideas of children, parents and staff. For example, staff are working on changing the way that they meet with parents to share the summaries of their children's development to help parents feel more involved. Staff are qualified and inducted into the setting well. They are further supported by training and regular one-to-one meetings with the manager and leaders to help staff understand their roles and responsibilities.

Quality of teaching, learning and assessment is good

Staff make accurate assessments of children's achievements. Then use these effectively to plan children's next steps in learning. Staff teach older children how to make diya lamps to celebrate Diwali. They effectively show children what they need to do and help them remember what they need to do next. Children listen well and follow instructions as they roll the dough, fit a tea light inside and decorate their lamp. Young children learn how to blow bubbles, and excitedly use both hands to catch them. Staff enthusiastically teach children traditional songs and model the actions. Young children move their bodies to the rhythm and clap when the song ends. Staff provide babies with sensory experiences to explore. Babies thoughtfully investigate the texture of paint and crouch down using good balance and control as they excitedly splash in the water.

Personal development, behaviour and welfare are good

Children display positive self-esteem and emotional well-being. Staff manage children's entry into the nursery and movement between rooms well, to ensure that children are settled and confident. Staffs care of babies is nurturing and supportive of their developing skills. All staff ensure that children enjoy daily fresh air in the garden. Children challenge their own abilities and demonstrate good balance, coordination and control. They walk on the tree stumps, jump on and off balancing beams, throw balls and successfully navigate wheeled vehicles around obstacles, and each other. Children's physical well-being is strong. The cook provides healthy meals and snacks that meet children's particular dietary needs well.

Outcomes for children are good

All children, including those who receive additional funding make good progress from their starting points in learning. Older children's literacy skills are developing well as they write invitations to the 'mud kitchen party' and successfully find their name on the chart. Young children use scissors carefully. They hold the paper, and with their other hand cut it competently. Older children independently look after their own self-care needs and skilfully put on their own coats. This prepares children well for the next stage in their learning, including their eventual move on to school.

Setting details

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| Unique reference number | EY100881 |
| Local authority | Wakefield |
| Inspection number | 1064252 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 9 |
| Total number of places | 80 |
| Number of children on roll | 140 |
| Name of registered person | Little Acorns Nursery Ltd |
| Registered person unique reference number | RP905192 |
| Date of previous inspection | 27 February 2013 |
| Telephone number | 01977 679123 |

Little Acorns Nursery Ltd registered in 2002. The nursery employs 19 members of childcare staff. Of these; four hold appropriate early years qualifications at level 4, nine hold qualification at level 3 and six hold qualification at level 2. 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.

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