

Little Acorns Nursery

Camelford Hall, Clease Road, Camelford, Cornwall, PL32 9PL



Inspection date	13 December 2017
Previous inspection date	19 April 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Since the last inspection, the provider has worked hard to implement substantial and successful changes to improve outcomes for children. For example, they have developed the activity planning to enable staff to provide more individual support for all children, and subsequently improve the quality of teaching and learning.
- Staff routinely observe and accurately assess children's development. The provider uses this information well to monitor the good progress that all children make, including different groups of children.
- The provider and staff quickly identify any developmental delays. They work closely with parents and outside agencies to ensure children who require additional support receive the individual care and attention they require, to help close gaps in learning.
- Staff develop warm relationships with the children, and are skilled at supporting children to settle and feel secure. For example, when children arrive feeling upset, staff successfully distract them with toys and cuddles to help them to feel at ease.

It is not yet outstanding because:

- At times, staff do not identify when to get involved in older and most-able children's play, to provide more challenge and extend their learning further.
- Staff miss opportunities to support children's mathematics and literacy skills, to help them develop strong early reading and writing skills and learn about numbers, counting, shapes and measurement.

What the setting needs to do to improve further

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

- support staff to recognise when to intervene in older and most-able children's play and activities, to provide more challenge in their learning and help them make greater progress
- make best use of all opportunities to extend children's early reading and writing skills and to help them learn about numbers, counting, shapes and measurement.

Inspection activities

- The inspector observed children's interactions with staff, and their participation in activities and routine tasks.
- The inspector carried out a joint observation with the provider to evaluate the quality of teaching and learning during an adult-led activity.
- The inspector took account of the views of staff, children and parents spoken to during the inspection.
- The inspector held meetings with the provider at appropriate times during the inspection.
- The inspector sampled a range of documentation, including action plans of changes since the last inspection, children's learning records, and staff's qualification and training certificates.

Inspector

Sarah Madge

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The provider and staff have a secure knowledge of the procedures that enable them to protect and safeguard children's welfare. The provider has improved the effectiveness of self-evaluation and quickly addressed the weaknesses raised at the previous inspection. She now closely monitors staff's performance and provides frequent opportunities for them to share good practice with each other, such as during peer observations. This has developed staff's confidence to reflect on their own and each other's practice. For example, staff have become more aware of the need to allow enough time for children to think and respond during discussions. Staff make good use of other professional development opportunities, such as through additional training, to enhance their skills. For instance, after learning more about supporting children's personal and emotional development, staff have introduced regular yoga sessions with the aim of creating a calm and positive environment at the start of the day. The provider is currently planning to strengthen links with parents further, to encourage a more regular exchange of information about children's learning.

Quality of teaching, learning and assessment is good

Staff work closely with parents when children begin attending, to help them get to know children and identify their stage of development from the start. Children develop good communication and language skills, and staff support this area well. For example, they routinely use sign language to accompany their speech, and make good use of questions to encourage children to share their thoughts and ideas. Staff provide many different ways for children to develop good coordination and dexterity. For instance, children enjoy using hammers and nails under close adult supervision, and they investigate the effects of different tools on play dough. Children have regular opportunities to explore technology, such as when skilfully using touchscreen devices to play educational games.

Personal development, behaviour and welfare are good

Staff successfully use a good range of strategies to help children learn to manage their feelings and behaviours. For instance, they give children a warning before the end of the session so children anticipate the activity changes and are able to finish their play in their own way. Children listen to staff, follow instructions and eagerly help with routine tasks, such as tidying up. Staff effectively support children to become independent through the daily routines. Children respond well when staff celebrate and praise their efforts, and they develop good confidence.

Outcomes for children are good

Children are motivated to learn and develop good skills to support them with their future learning. For example, they carefully pour milk from a jug without adult support, and know to take off and put away their own coat. Children develop good physical skills, such as learning to stretch and balance in different ways during yoga sessions. They play well with friends and use language effectively to express themselves.

Setting details

Unique reference number	102788
Local authority	Cornwall
Inspection number	1097917
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	20
Number of children on roll	36
Name of registered person	Little Acorns Nursery at Camelford
Registered person unique reference number	RP520041
Date of previous inspection	19 April 2017
Telephone number	01840 212114

Little Acorns Nursery opened in 1980 and re-registered in 2006 in Camelford, Cornwall. The nursery is open from 8am to 5pm on Monday, from 8am to 3pm on Tuesday, and from 9am to 3pm on Wednesday to Friday, during term time only. There are seven members of staff who work directly with children. They all hold appropriate early years qualifications. A childcare-qualified administrator supports the day-to-day running of the setting. The nursery receives early education funding to provide free places for children aged two, three and four years.

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