

Little Acorns Day Nursery

Courtyard House, Dicconson Terrace, Wigan, WN1 2AA



Inspection date

7 June 2018

Previous inspection date

29 August 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The established and qualified team is led well. The management team ensures staff understand and meet their professional responsibilities effectively. Together, they evaluate practice and strive to improve. The recently adapted environment provides children with a wide variety of stimulating resources to capture their interest.
- Children of all ages are very well behaved. Staff create a calm, homely atmosphere in which children thrive. They are skilled in helping children to explain how they are feeling and helping them to consider how other people might be feeling.
- Staff regularly observe children to find out what they need to learn next. The management team monitors the assessments the staff make of children's development. They compare the progress of groups of children to identify any gaps in their learning.
- Children develop confidence and a keenness to share their thoughts and ideas. For example, they approach visitors and say, 'Come and see this,' or explain that 'volcanos have lava and it's very hot'.

It is not yet outstanding because:

- Staff confidence in promoting all children's home languages varies. Some children who speak English as an additional language get less encouragement than others to use their home language.
- Staff do not always know exactly what children can already do when they start at the nursery. It takes some staff longer than others to begin to plan for children's learning.

What the setting needs to do to improve further

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

- enhance staff knowledge and understanding of how to promote children's home languages when children speak English as an additional language
- find out even more about what children can already do when they start so that planning for their learning is even more swift.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector had a tour of the premises and spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views provided in written feedback.

Inspector

Val Aspinall

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Arrangements for protecting children from harm are robust. Staff understand how to identify when children's well-being may be at risk and how to refer their concerns. Staff assess risk well and review children's safety on an ongoing basis. For example, in very hot weather, staff limit the amount of time children spend outdoors. Overall, the methods the management team uses to monitor staff practice are effective. Staff access an online training programme and regularly meet with managers to review their performance and plan their professional development. Parents speak highly of the support they and their children receive. For example, they say, 'Staff are friendly, approachable and professional, we can already see the progress our child is making.' Effective partnerships with other professionals help to boost children's attainment.

Quality of teaching, learning and assessment is good

Children benefit from a very effective balance between adult-led teaching and child-led learning. For example, after staff read children a story, children choose to recreate their own version with puppets and props. Staff use small- and large-group times very well to help develop children's understanding of mathematics and to promote language development. Children sing songs with actions, listen attentively and join in familiar phrases from their favourite stories. Toddlers learn to count to five and begin to develop an understanding of subtraction as they join in number rhymes. All children have many opportunities to use their senses as they play. Play dough is scented with fresh herbs, children 'paint' with gravy and babies play with resources that sparkle and shine. Children have access to an array of natural resources and learn how to look after the chickens, tortoise and fish. Children make good progress.

Personal development, behaviour and welfare are good

Children develop strong attachments to their key person. Staff know about children's family life and home circumstances, and ensure that children who require extra help get the additional support they need. For example, all children are learning to use sign language alongside familiar songs and rhymes to ensure every child has an opportunity to communicate. Staff show kindness and encourage children to do the same. Staff help children to identify their emotions and to consider the feelings of others. Pre-school-aged children confidently use the bathroom independently in readiness for starting school. Staff encourage children to persist with more-challenging tasks. For example, children try hard to cut shapes out of paper. Younger children pour their own drinks and babies are encouraged to feed themselves. Children access the outdoor area daily and go for walks in the local area.

Outcomes for children are good

As they approach school age, children show an ability to concentrate, focus on activities and work cooperatively. Children enjoy writing and drawing, and excitedly look forward to performing special songs for parents at a leavers' event. Across the nursery, children develop friendships, they communicate well and demonstrate enthusiasm for learning.

Setting details

Unique reference number	EY467501
Local authority	Wigan
Inspection number	1105568
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	0 - 11
Total number of places	88
Number of children on roll	98
Name of registered person	Annette Mercer
Registered person unique reference number	RP907929
Date of previous inspection	29 August 2014
Telephone number	01942 732 821

Little Acorns Day Nursery registered in 2013. The nursery employs 23 members of staff. Of whom, two hold an early years qualification at level 5, one at level 4 and 15 hold an early years qualification at level 3. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery also provides care for children before and after school and during school holidays. It receives funding for the provision of free early years education for two-, three- and four-year-old children.

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