

Inspection date	29 August 2018
Previous inspection date	9 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Leaders and staff know all children very well. They provide a wide range of learning experiences, engage all children and motivate them to learn. Children make good progress from their initial starting points.
- Children develop good mathematical skills. They enthusiastically use appropriate language and gain the necessary skills to help prepare them for their future learning.
- Children settle well and make friends. They feel safe and valued and particularly enjoy the outdoor activities. For example, they confidently balance on raised beams and enjoy digging in the mud area.
- Partnerships with parents are good. Parents receive regular feedback about their children's progress and how to guide and extend learning at home. Parents are unanimous in their praise for the staff team. They comment that they are very happy with the care and learning that their children receive.
- Leaders demonstrate a strong commitment to reflection and evaluation. They use their findings to review and shape the future development of the provision and outcomes for children.
- Children are prepared well for learning. Staff provide a good level of support for children when they move on to school. Staff work with schools and other settings to share information to support children's transitions.

It is not yet outstanding because:

- Leaders have not fully considered all ways to monitor staff's ongoing performance to raise the good quality of teaching to an even higher level.
- Leaders do not have the best possible insight into the progress different groups of children make, to help identify any possible gaps in their learning to strengthen teaching further.

What the setting needs to do to improve further

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

- develop the procedures for monitoring staff's practice to identify and target any weaknesses in teaching and training needs
- build on the information gathered for monitoring and tracking the progress different groups of children make, to identify gaps in their learning more swiftly and tailor teaching to help them catch up where required.

Inspection activities

- The inspector observed activities in the three main base rooms and garden.
- The inspector carried out a joint observation with the manager, and checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including planning and a selection of the setting's policies and children's records
- The inspector held meetings with the owner and manager. She spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Anneliese Fox-Jones

Inspection findings

Effectiveness of leadership and management is good

Leaders support staff to access additional training to further their ongoing professional development and to enhance the experiences they offer to children. For example, recent training on 'going for gold' has enabled staff to be more confident when supporting children's choices to promote their learning. Safeguarding is effective. The designated lead for safeguarding ensures that all staff, including those who are new to the setting, are knowledgeable about the processes to follow if they have a concern. Robust recruitment and vetting procedures ensure that all staff are suitable to work with children. Furthermore, staff complete detailed daily risk assessments that help to ensure children's safety. The dedicated staff team is reflective and continually evaluates the experiences it offers to help ensure continuity in children's care and learning. They value the support of agencies, such as the early years team in the local authority, in setting actions for improvement.

Quality of teaching, learning and assessment is good

Staff observe and assess children's development and, overall, plan experiences that support each child's next steps in their learning. Children are happy, self-assured and confident learners who enjoy their time at the welcoming and nurturing setting. Staff respond well to the learning needs of children who need additional support. They model language effectively and help children to develop their communication skills. For example, staff speak clearly to younger children, ask older children questions about their play and introduce new words. Children enjoy a good range of sensory and creative activities. Staff encourage children to be imaginative. For example, they support older children to work as a team to construct an aeroplane and pretend to go on holiday, while younger children go shopping.

Personal development, behaviour and welfare are good

Children enjoy attending the nursery. They benefit from close bonds with staff who know them well, as they use an effective key-person system. Staff talk confidently about children's likes, dislikes, interests and stage of development. They involve parents well in the initial assessments. Staff are sensitive to the needs of all children and especially to the specific needs of babies. For example, staff cuddle and sing to babies to enable them to feel secure and emotionally settled. Children's behaviour is good. Staff develop a good rapport with the children and listen to them with genuine interest and enthusiasm. Children learn how to keep safe and gentle reminders from staff help them to think of others as they play. Children develop a positive awareness of similarities and differences, and celebrate a wide range of cultural festivals. Children take part in a range of activities to help them learn about each other and the community in which they live.

Outcomes for children are good

Children develop good skills that prepare them well for the next stage of learning and for moving on to school. Older children are confident and enthusiastic learners. They compare and count objects and solve problems for themselves, for example, as they consider the height and number of blocks that they are using. Younger children sit happily with staff and enjoy listening to stories.

Setting details

Unique reference number	EY462210
Local authority	Oxfordshire
Inspection number	10060342
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	60
Number of children on roll	80
Name of registered person	Little Acorns (West Hagbourne) Ltd
Registered person unique reference number	RP532569
Date of previous inspection	9 May 2014
Telephone number	01235 851423

Little Acorns registered in 2013 and is located in the village of West Hagbourne, near Didcot in Oxfordshire. The nursery opens weekdays all year round, with the exception of bank holidays. Before- and after-school care is available, as well as holiday care. Sessions run from 7.30am to 6pm. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. There are currently 18 members of staff who work directly with the children. Of these, 12 hold recognised childcare qualifications from level 2 to level 6.

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.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

