

# Little Acorns

Summerhill Primary School, Poverty Lane, LIVERPOOL L31 3DT



<b>Inspection date</b>	17 December 2018
Previous inspection date	15 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### This provision is good

- Leaders understand what the nursery does well and how it can be improved. They regularly evaluate the overall quality of the setting and have high expectations for staff. The manager provides a good range of training for staff and engages with the local authority to evaluate and enhance the provision.
- Staff form warm, caring relationships with children. Children enter the nursery happily, ready to play and learn. They seek staff out for help and enjoy completing tasks independently as they grow in confidence.
- Staff provide a wide range of activities and experiences that children enjoy, indoors and out. Children make decisions about what they would like to do. Staff encourage quieter or less vocal children to choose where they would like to play.
- Overall, children are well prepared for their next stages of learning and the eventual move to school. They begin to communicate confidently and ask for support when they need it. Older children manage their intimate hygiene needs with little adult support.
- Staff do not make the best possible use of information gathered from assessments to plan highly effective activities for individual children, particularly the youngest children attending.
- Staff do not consistently gather and share detailed enough information from parents to better support their assessment procedures from the very start.
- Staff do not create opportunities for children to explore their own cultures and traditions further during play.

## What the setting needs to do to improve further

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

- use the information gained from assessments more precisely to plan highly effective activities to support children's individual next steps in learning
- gather and share more detailed information continuously with parents to fully involve them in all aspects of their children's learning and development
- make the best possible use of opportunities for children to learn about their own cultures in play.

### Inspection activities

- The inspector had a tour of the areas of the premises used for childcare purposes.
- The inspector observed activities indoors and outdoors. She assessed the impact of teaching on children's learning.
- The inspector conducted a joint observation with the manager. She met with the leadership team.
- The inspector spoke with staff and children at appropriate times during the inspection. She reviewed relevant documents, including children's records and evidence of staff's suitability and qualifications.
- The inspector spoke with parents to gather their views.

### Inspector

Lauren Parsons

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a good range of training and know what to look for to identify concerns about children's welfare or the conduct of an adult. Leaders check staff's understanding and provide useful resources to underpin their knowledge of safeguarding and wider child protection issues. Leaders monitor the progress of different groups of children well. They use this information to develop their planning, staff training and the resources available. Staff work well with other professionals to provide continuity of approach where additional support is required. Parents say that staff are very friendly and their children have developed good relationships with them.

### Quality of teaching, learning and assessment is good

Children enjoy spending time with staff and engaging in a range of activities and experiences. Staff working with the older children, ask searching questions that encourage them to estimate, predict and think through different problems. Staff regularly observe children and make accurate assessments of their skills and development, overall. They know how children prefer to learn and ensure their interests are reflected in their planning. Young children enjoy playing outdoors. They learn to carefully move across upturned crates, balancing on wooden planks and jumping down safely. Older children begin to understand the concept of number and some begin to recognise written numbers. They talk about how they are feeling each morning and staff ask them questions to help them understand their feelings and emotions.

### Personal development, behaviour and welfare are good

Children's physical health is well supported. Staff ensure that children follow hygiene routines and talk about why this is important. Children's individual dietary requirements are met effectively by the nursery cook, who is a popular member of the team. Older children watch him preparing and serving their snacks and meals. They talk about children's dietary requirements with staff and develop an early understanding of the differences between them. Children know how to keep themselves safe. They cooperate fully with routines and engage in discussions with staff about how they can use tools and equipment safely. Staff have planned the learning environment well and regularly review their risk assessments to minimise risks. Children go on outings in the community to learn more about the local area.

### Outcomes for children are good

Children develop good social skills. They learn to use timers to wait for their turn with popular resources. Children are encouraged to abide by the 'golden rules' of the setting and talk to staff about these when they see the flashcards that staff carry with them. Children have good levels of self-esteem and are praised for good, kind behaviour and positive interactions with others.

## Setting details

<b>Unique reference number</b>	310440
<b>Local authority</b>	Sefton
<b>Inspection number</b>	10065720
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	48
<b>Number of children on roll</b>	115
<b>Name of registered person</b>	Maryvale Nursery Ltd
<b>Registered person unique reference number</b>	RP904932
<b>Date of previous inspection</b>	15 October 2015
<b>Telephone number</b>	0151 284 0796

Little Acorns registered in 2000. The pre-school employs eight members of childcare staff including the manager. Of these, six hold appropriate early years qualifications at level 3 and above. The pre-school opens from Monday to Friday for 51 weeks per year. Sessions are from 8am until 6pm, with wrap-around care provided from 3.25pm to 6pm and a holiday club. The pre-school provides funded early education for two-, three- and four-year-old children.

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