

Acorn at Westcroft

4 Wimborne Crescent, Westcroft, MILTON KEYNES MK4 4DE



Inspection date	14 February 2019
Previous inspection date	10 March 2016

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

This provision is good

- The nursery manager is highly qualified and knowledgeable about the ways children learn and develop. She leads the nursery well, making regular evaluations to help bring about ongoing improvements.
- Children who speak English as an additional language make strong progress in their communication and language skills. They quickly master English, using language to express themselves and share their ideas.
- Staff interaction with children is positive. They encourage children to take control of their learning and follow their interests. Children show fascination in the things they encounter, such as making marks in sand on the top of the light box.
- Staff show babies gentle care and affection. They follow children's home routines, making sure that babies have enough rest, sleep and wake up feeling refreshed and ready for learning.
- Staff develop highly effective relationships with parents and carers. They welcome parents into the nursery, providing multiple opportunities for them to find out about their children's learning.
- At times, staff put away adult-led, risky play activities instead of finding ways for children to continue their interest independently. This breaks the flow of children's high-quality learning.
- Staffing arrangements first thing in the morning and during lunch times, do not consistently promote children's well-being to the highest possible levels.

What the setting needs to do to improve further

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

- avoid interruption to the flow of learning when children engage in high quality, well-managed risky play
- increase the effectiveness of staff deployment during the early morning and lunch times, to promote children's well-being to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents, read through their written feedback during the inspection and took account of their views.
- The inspector spoke to staff and children at suitable times throughout the inspection.

Inspector

Hayley Marshall-Gowen

Inspection findings

Effectiveness of leadership and management is good

The manager carries out effective supervision sessions to support staff and identify areas for their professional development. There are high expectations for staff performance and the provider tackles any under-performance swiftly. Staff place a strong emphasis on supporting children and families when they first start at the nursery. They provide home visits for families and ensure that all children have the support they need to settle and feel secure. The provider places a high focus on keeping children safe. Arrangements for safeguarding are effective. There are clear, concise lines of reporting for staff, so they have no doubt about how to pass on any concerns about children's welfare.

Quality of teaching, learning and assessment is good

Staff observe children to find out what their current interests are and to identify the progress they make. This is effective in providing staff with information to support children's next steps in learning. Staff in the pre-school room support children's literacy skills well. They use stories to help promote children's understanding of letters and sounds. Staff explain about alliteration, giving children different examples of this to help embed the new concept. There is an abundance of opportunities for children who prefer to learn outdoors. The highly successful forest school teaching inspires children to find out about nature and test out their physical skills. Older children make flower soup. They cut stems off flowers and add them to water. Children show good control when using scissors. They break up herbs, smelling them as they hold them in their hands. This stimulates their senses and imagination as they mix the soup together.

Personal development, behaviour and welfare are good

The key-person arrangements are effective in supporting children to develop close relationships with the staff who care for them. Children settle quickly and are eager to start playing. Older children in the pre-school room show a high level of understanding about healthy eating. They talk with authority about the results of too much sugar in their diet, drawing on their experiences of visiting the dentist. Children are confident and self-assured. They make choices about their play and develop friendships as they learn together. Staff promote children's positive behaviour well and all children play and learn in a calm and stimulating environment. Staff encourage babies to be active and move around. Babies delight in climbing and sliding on equipment as they start to develop their coordination and balance.

Outcomes for children are good

Children make good progress in their learning. Children, for who the nursery receive additional funding, make consistent progress and do particularly well in their communication and language skills. When singing songs and rhymes, older children use their impressive mathematical knowledge. They count on their fingers and do simple addition and subtraction to work out how many currant buns are left to sell in their shop. Children test out their writing skills. In the garden, they sit on the floor and write using chalks, spelling out their names. Children are developing the essential skills they need in readiness for moving on to school, equipping them well for their future learning.

Setting details

Unique reference number	EY447038
Local authority	Milton Keynes
Inspection number	10064853
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	64
Number of children on roll	134
Name of registered person	Acorn Early Years Foundation
Registered person unique reference number	RP901362
Date of previous inspection	10 March 2016
Telephone number	01908 506 793

Acorn at Westcroft Nursery registered in 2012. The nursery employs 25 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 2 and above, including the manager who has an MA degree in Early Years. 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. The nursery supports a number of children who speak English as an additional language.

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