

Little Acorns Day Nursery

192 Leigh Road, Worsley, MANCHESTER M28 1LW



Inspection date	13 February 2019
Previous inspection date	29 July 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 manager and staff are reflective and ambitious. They work well as a team and use self-evaluation effectively to help identify further areas for development.
- Staff act as good role models and teach children how to behave and show respect for others. Children frequently use good manners, share and take turns.
- Staff identify children's current stages of development and their next steps in learning effectively. They use this information well to help plan for children's individual learning needs. All children, including those with special educational needs and/or disabilities (SEND), progress well from their starting points.
- Partnerships with parents are strong. Parents report that they are kept well informed about the progress that their children make. They commend the staff on how well they support them in continuing learning at home.
- Children have plenty of opportunity to choose where they would like to play inside and outdoors. Children's laughter permeates throughout, and everywhere you look children are immersed in deep play.
- Staff do not consistently provide highly challenging experiences that create deep levels of curiosity and engagement in children's learning.
- The process for professional development is not yet focused sharply enough on raising the quality of staff practice to a higher level.

What the setting needs to do to improve further

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

- provide even more challenging activities that help to develop children's natural curiosity and deepen their levels of engagement during their learning
- explore a wider range of opportunities for continuous professional development for staff, which is sharply focused on raising the quality of teaching and children's outcomes to a higher level.

Inspection activities

- The inspector observed staff engaging with children in a range of activities and assessed the impact of these on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a leadership and management meeting with the manager and spoke to the staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at a selection of the nursery's policies, evidence of the suitability of staff working at the nursery and children's records. She discussed the self-evaluation process with the manager.

Inspector

Alexandra Chiorando

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager carries out the required checks on all staff to ensure that they are suitable to work with children. Staff have clear knowledge of how to promote children's safety and are knowledgeable about reporting any concerns they may have about a child's welfare. Overall, staff are supported very well by the management team. They work closely together to monitor all children's progress and put the relevant interventions into place to ensure gaps in learning narrow. Staff have regular supervision meetings and appraisals with the manager and they are encouraged to develop their knowledge and skills. Parents are very complimentary about the quality of the provision.

Quality of teaching, learning and assessment is good

Managers and staff have a good overview of the progress made by children. This helps them to identify any gaps in learning and ensures all children, including those in receipt of funding, progress well. Children's communication and language skills are promoted well. For example, staff play alongside children in the home corner, commenting on what they are doing and asking questions. This helps to develop children's vocabulary and thinking skills. Staff focus closely on promoting children's early mathematical learning. They teach children to count as they prepare to negotiate an obstacle course to hit a target with a water balloon. Children learn to recognise numerals and compare lengths during the game. They squeal with excitement as they pretend to put out the fires. Staff in the baby room follow babies' interests and provide resources to help develop their physical skills. Babies are fascinated as they pour muddy water down tubes and watch with interest as it splashes into buckets.

Personal development, behaviour and welfare are good

Children's well-being is at the centre of staff practice. Staff provide a welcoming and warm environment and respond swiftly to children's needs. For example, they quickly settle babies that are tired to sleep and change activities according to children's interests. Children display excellent behaviour. They are aware of the simple rules to follow, they cooperate as they play and enjoy praise received for acts of kindness to others. Older children enjoy choosing the jobs that they would like to do, which helps them to gain a sense of belonging and to be independent. Outside, children benefit from fresh air and exercise as they climb hills and crawl through tunnels, which helps to develop their physical skills. Staff guide children's risky play well to help them to learn ways to keep themselves safe and to encourage independence.

Outcomes for children are good

All children, including children in receipt of funded early education and those with SEND, are gaining the skills they require for future learning and their eventual move on to school. Babies concentrate and listen to staff singing songs. They babble with excitement and staff respond with encouragement and praise. Older children are confident learners and happily involve staff and visitors in their play. Children's literacy skills develop well and they eagerly make marks as they explore paints outside.

Setting details

Unique reference number	EY484087
Local authority	Salford
Inspection number	10065713
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	45
Number of children on roll	63
Name of registered person	Little Acorns Nurseries Limited
Registered person unique reference number	RP535314
Date of previous inspection	29 July 2016
Telephone number	01617994932

Little Acorns Day Nursery registered in 2014. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or higher, including one member of staff with early years professional status and one with qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm.

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