

# Little Acorns Nursery at High Halden

Church Hill, High Halden, Ashford, Kent TN26 3JB



<b>Inspection date</b>	7 May 2019
Previous inspection date	17 May 2016

<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

- Children make good progress at this welcoming, friendly nursery. They form strong friendships with other children and have positive relationships with staff. They join in with activities enthusiastically and are eager to learn.
- Staff offer children warm, consistent guidance and praise. Children quickly become familiar with the daily routines and staff's expectations. For instance, they immediately line up to come inside when staff shake the tambourine and willingly help tidy toys away. Children's behaviour is good.
- There are good relationships with parents. Staff share regular information about children's progress and development. They encourage parents to contribute to assessments of children's learning, for example by adding photos or comments about activities they do at home.
- The manager and staff work together closely and continually reflect on what they do. They identify areas for development that have a positive impact on children. For example, they reorganised the book area and have found that children now use this area more frequently for looking at books and relaxing quietly.
- Children take part in a broad range of stimulating activities and experiences that they enjoy. Staff plan activities based on a good knowledge of children's interests and needs. They offer children many interesting challenges that support their learning well. However, they have not fully developed opportunities for children to use and learn about everyday technology, to further extend their understanding of the world.
- Staff talk to parents and find out about children's individual needs and routines to help children settle in when they first start at the nursery. However, they do not gather as much detailed information as they could about children's prior development and achievements, to help them plan precisely for children's learning from the outset.

## What the setting needs to do to improve further

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

- seek more detailed information from parents about what children already know and can do before they start at the nursery, to help plan more precisely for their learning and monitor their progress closely from the beginning
- provide more challenging opportunities for children to learn about and use technology, to further extend their learning and understanding of the world.

### Inspection activities

- The inspector observed children taking part in activities with staff indoors and outdoors, and assessed the impact on their learning.
- The inspector completed two joint observations with the manager.
- The inspector spoke to staff, children and the manager at appropriate times during the inspection.
- The inspector sampled documentation, including children's development records and key policies and procedures.
- The inspector spoke to some parents and took account of their views.

#### Inspector

Rebecca Khabbazi

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and committee complete thorough checks of staff to make sure they are suitable to work with children. Staff know how to recognise and report any concerns about a child's welfare. The manager works closely alongside the staff team, observes their practice and meets with them regularly on an individual basis. This helps her monitor their performance effectively. Staff make good use of available training opportunities to develop the provision. For instance, they all attended a course to help them increase their support for children's early language skills. The manager evaluates the provision and uses information from children's assessments effectively to help identify any gaps in teaching or learning. This helped staff recently review the role-play area to make sure it was inviting for all children, to help encourage imaginative play.

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

Staff observe children closely and make accurate assessments of their development. They make good use of any additional funding to help close any gaps in children's learning. They plan activities that inspire and motivate children. For instance, children were excited to check on the caterpillars they were caring for and spoke enthusiastically about what would happen as they turn into butterflies. Staff organise resources well to encourage children to initiate their own activities and give children time to test out their ideas. Children become engrossed as they select construction materials and build towers or dragons to use in their game. Staff offer lots of opportunities for children to practise their early literacy skills. For instance, children eagerly make patterns and draw with chalks on the large boards outside.

### Personal development, behaviour and welfare are good

Staff promote children's health and well-being effectively. They check the premises carefully each day to identify and remove any hazards and supervise children closely at all times. Children enjoy choosing from a selection of healthy options at snack time and remember that they need to wash their hands before they eat. Staff plan good opportunities for children to make links with the local community, such as taking part in outings to a community coffee morning and other events. Children enjoy being active and they play outside in the well-planned outside space every day. They enthusiastically practise their physical skills on the climbing equipment or when pouring and tipping in the mud kitchen or sand tray.

### Outcomes for children are good

Children communicate well and develop strong social skills. They play well together and willingly share and take turns with the equipment. Children enjoy taking responsibility for simple tasks, such as serving their own snack and pouring their drink. Younger children quickly become more independent and make confident choices and decisions. For instance, they take out resources they want to play with. Older children count well and recognise their name when they register in the morning. They show good levels of concentration as they engage in tasks. Children quickly gain the skills they need for the next stage of their learning and starting school.

## Setting details

<b>Unique reference number</b>	127342
<b>Local authority</b>	Kent
<b>Inspection number</b>	10063868
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	29
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Little Acorns Nursery at High Halden Committee
<b>Registered person unique reference number</b>	RP522395
<b>Date of previous inspection</b>	17 May 2016
<b>Telephone number</b>	01233 850113

Little Acorns Nursery at High Halden registered in 1993 and is located in the grounds of High Halden Primary School in High Halden, Kent. The nursery is open from 8.30am to 3.30pm each weekday during term time only. It employs three staff members. Of these, two hold relevant qualifications at level 3 and one is a qualified teacher. The nursery receives funding to provide free early education for children aged two, three and four years.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

