

Little Acres Childcare Centre

Nine Acres CP School, South View, Newport, Isle of Wight PO30 1QP



Inspection date	22 July 2019
Previous inspection date	19 May 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Good	1 2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Leaders are inspirational. They are highly reflective and place children at the centre of the decisions they make about the nursery. Leaders place great importance on training and comprehensive supervision for all staff. This means that children benefit from outstanding early years provision.
- Parents' views are sought and acted on to make improvements. They are exceptionally complimentary about the superb support their children receive. Parents are kept well informed about their child's learning. They appreciate the ideas and advice that staff provide on how to support their child at home. They value the unique transition arrangements that are developed for each child's move to school. For example, staff create photo books about the schools that children will attend.
- Staff demonstrate excellent levels of care and warmth towards children. This enables children to build strong attachments with staff, and feel safe and ready to learn. Staff use meaningful praise in their discussions with children. This boosts children's self-esteem, as they understand what they have done well.
- Children are highly motivated, successful learners who are keen to engage with their friends and staff. They are confident to give new experiences a try and demonstrate high levels of concentration. For example, when older children are unable to describe to their friends what they want their boat to look like, they find paper and pencils and draw a plan of a boat they want to build.

What the setting needs to do to improve further

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

- increase the confidence of less experience staff to make the maximum out of adult-led activities to promote and extend children's learning.

Inspection activities

- The inspector observed the quality of teaching and support for children's learning both indoors and outdoors.
- The inspector assessed how well leaders and staff understand and implement nursery policies, and how they check children's learning.
- The inspector carried out joint observations to assess how well leaders monitor the quality of teaching.
- The inspector looked at a sample of documents, including children's records, safeguarding records and staff training certificates.
- The inspector talked to parents, staff and children during the inspection and took their views into account.

Inspector

Teresa Newman

Inspection findings

Effectiveness of leadership and management is outstanding

Leaders and staff evaluate their practice exceptionally well. Leaders recognise the support that less experienced practitioners need to ensure high-quality teaching. For example, they use peer mentoring to reflect on what they do well and continually identify areas for further development. This contributes to ensuring teaching is consistently of a very high standard. Safeguarding is effective. Leaders and staff have an excellent knowledge about the key role they play in keeping children safe. They maintain meticulous records of any concerns they may have about a child's well-being and work effectively with outside agencies when required. Leaders follow comprehensive recruitment, vetting, supervision meetings and ongoing suitable checks to help ensure all staff are, and remain, suitable to work with children. They use the additional funding they receive for children effectively. This has been used to strengthen staff excellent teaching skills in communication. As a result, children have made rapid improvements in their speech and language development.

Quality of teaching, learning and assessment is outstanding

Staff have a profound understanding of how children learn and play. For example, staff and children jump into imaginary boats to escape from a 'shark'. Staff follow children's emerging interests and facilitate opportunities for them to discover more about the type of 'shark' that may have been chasing them. They expertly guide children's learning with skilful questioning to support thinking, make connections and solve problems. For example, children think carefully about why the dough they have made is too sticky and explore how they can resolve it. Staff are highly skilled in creating opportunities to develop children's understanding of mathematical concepts throughout their play. For instance, older children make imaginary sandwiches with herbs and cut these into 'halves' and 'quarters'.

Personal development, behaviour and welfare are outstanding

Children show high levels of confidence as they sing and put on 'shows' for their friends. They relish opportunities to engage adults in their play. For example, children and staff laugh together as they sit in imaginary cars and talk about what they will see during their journey. Staff are excellent role models. They are engaging and passionate about their role in helping children flourish. As a result, children are polite, and their behaviour is impeccable. Children demonstrate impressive physical skills as they work collaboratively to build complex 'boats' from crates, wheels and tubes. Children understand how to assess risks and keep themselves safe as they expertly use knives to prepare fruit kebabs for their nutritious snack.

Outcomes for children are outstanding

Children are extremely capable learners and have vast skills they need for their next stage in learning, such as starting school. Younger children show high levels of concentration and resilience as they use scissors to snip cooked pasta. Older children show a love of books; they confidently recall and read familiar stories to their friends. Children delight in exploring different media to enhance their early writing skills. For example, they expertly use paintbrushes to write their names in foam.

Setting details

Unique reference number	EY480777
Local authority	Isle of Wight
Inspection number	10076231
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	2 - 11
Total number of places	46
Number of children on roll	60
Name of registered person	Furze Hill Childcare Centre Limited
Registered person unique reference number	RP905510
Date of previous inspection	19 May 2016
Telephone number	019830532358

Little Acres Childcare Centre registered in 2014. The setting operates from a building in the grounds of Nine Acres Primary School in Newport on the Isle of Wight. It is open each weekday from 8am to 5.45pm, all year round. The setting offers out-of-school care for older children from 8am to 8.45am and from 3pm to 6pm, and all day during school holidays. It receives funding to provide free early education for children aged two, three and four years. The nursery employs 10 members of staff, seven of whom hold qualifications at level 3 or above.

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

