

Little Acorns Day Nursery (Hampshire) LTD



19 St. Johns Road, Hedge End, Southampton, Hampshire SO30 4AF

Inspection date	24 July 2019
Previous inspection date	27 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 management team has a proactive vision for the nursery. Managers gain the views of children through observing their play, interactions and through conversations. They develop their environment to reflect their findings, which has a positive impact on children's development.
- Practitioners have a good knowledge of how to promote children's learning. They capture moments as children play to identify the progress they are making, for example as babies develop their core strength and begin sitting unaided and older children use numbers when filling up containers.
- Children have secure bonds with their key person. These help them to develop their confidence to explore the environment and find their interests. This supports children to learn how to make their own decisions.
- Children make good progress from their starting points. Children who need additional support are identified early and given the appropriate intervention. Practitioners work closely with outside agencies to support individual children's learning needs.
- Parents speak highly of the setting. They comment on the flexibility that is offered to them as working families and how well their children are cared for.
- Some practitioners are highly skilled at extending children's learning. However, others could offer further challenge to children as they do not make full use of their questioning to encourage critical thinking.
- Occasionally, group activities are not well organised in the pre-school room. This leads to children losing interest and provides fewer opportunities for learning.

What the setting needs to do to improve further

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

- strengthen practitioners' knowledge of skilful questioning to extend children's critical thinking skills to the highest level
- review further the organisation of activities and routines for older children to help keep them focused and engaged in their learning.

Inspection activities

- The inspector observed the quality of teaching in all three rooms to assess the impact on children's learning.
- The inspector completed a joint observation with the manager in the pre-school room to discuss and evaluate practice.
- The inspector sampled documents, including safeguarding procedures, staff suitability checks and children's development records.
- The inspector spoke to parents, staff and children and took into consideration their views.
- The inspector tracked children's learning and development from their starting points to view progress made.

Inspector

Hayley Doncom

Inspection findings

Effectiveness of leadership and management is good

The manager empowers her team effectively and delegates roles and responsibilities well. Through appraisals and working closely with practitioners she observes their skill sets and finds their passions. This helps her ensure she is using the strengths within the team to develop the setting further. For example, a member of the management team has excellent knowledge of how to monitor children's progress. She now monitors all children's progress across the nursery and liaises with other practitioners to address her findings. Safeguarding is effective. The manager has a robust knowledge of protecting children and what to do should she be concerned. She demonstrates that the safety of children is paramount. Practitioners are vigilant. They monitor children's welfare and know how to share any concerns.

Quality of teaching, learning and assessment is good

Practitioners know their key children well and can therefore form accurate assessments of their learning. They plan effectively for individual children based on what they know they can do already and their current interests. For example, younger children show persistence as practitioners support them to use pipettes to collect coloured water. This helps children develop their physical skills, which supports them well for early writing. Practitioners enhance older children's interest in role play. They develop a 'shopping theme' as they introduce money and real food items. Children take pleasure in talking about their own experiences, which helps them develop their understanding of the world.

Personal development, behaviour and welfare are good

Children behave well. Older children are learning how to manage their own conflicts with support from practitioners. Younger children are nurtured and supported to understand their emotions through validation and visual prompts. This has a positive impact on young children's understanding as they recognise the emotions of others and offer soft comforters if needed. The secure relationships that children have with their key persons help them develop their confidence. Younger children explore the environment and happily build towers with blocks. Older children successfully take care of their personal hygiene needs. They develop good physical development when playing on climbing equipment. They happily play together and use their imaginations when whizzing down the slide into 'lava'.

Outcomes for children are good

Children are motivated to learn. They thrive in the well-planned environment that helps them develop and consolidate skills ready for the next stage of their learning. Babies begin to express themselves through exploring paint. They develop their physical skills as they grasp tools and squeeze paint between their fingers. Older children develop their literacy skills as they retell their favourite storybooks. Children develop good coordination and balance as they successfully walk along beams in the garden. They show delight as they achieve what they had set out to do.

Setting details

Unique reference number	509573
Local authority	Hampshire
Inspection number	10108519
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	0 - 4
Total number of places	125
Number of children on roll	125
Name of registered person	Little Acorns Day Nursery Partnership
Registered person unique reference number	RP904749
Date of previous inspection	27 October 2014
Telephone number	01489 795860

Little Acorns Day Nursery (Hampshire) registered in 1997 and is one of two privately owned settings. The nursery operates from a converted parish hall in the Hedge End area of Southampton. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. The provider receives funding for the provision of free early education for children aged two, three and four years. There are 22 staff employed to work with children, 20 of whom hold a relevant qualification, including the manager who holds a level 6 qualification.

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