

The Little Acorns Day Nursery

22 School Lane, Coningsby, Lincoln, Lincs LN4 4SJ



Inspection date	15 August 2019
Previous inspection date	28 February 2017

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

- Staff complete safety checks of the environment prior to children arriving. If they identify any hazards, they ensure that children do not have access to these until it is safe for them to do so. This promotes children's safety.
- Staff provide a clean and welcoming environment. Children arrive happy and demonstrate a good relationship with staff.
- Staff provide opportunities for children to develop their communication and language skills. For example, they use sign language alongside the words they use when speaking to children. This is particularly effective to support children with special educational needs and/or disabilities (SEND), to help develop their understanding of language.
- Staff supervise children well. For example, when they take children to the park, children use large equipment that helps them to test their physical abilities and staff stand close by to offer support if needed.
- Staff offer children healthy foods. Children experience sociable mealtimes. They sit and talk with their friends and staff. These experiences contribute to their communication skills, health and well-being.
- Staff are well qualified and use their knowledge of childcare to observe and assess children's learning. This helps them to identify what children need to learn next.
- Children make good progress from their starting points in learning. This includes children who are in receipt of funding and those with SEND.
- Occasionally, staff do not plan the layout of resources indoors effectively to provide opportunities for children to make independent choices in their play.
- At times, adult-led activities are not sufficiently well organised to meet the learning needs of the younger children.

What the setting needs to do to improve further

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

- review the organisation of resources to help enhance opportunities for children to make independent choices in their play
- sharpen the planning of adult-led activities to take even more account of the needs of the youngest children.

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 went for a walk with children and staff to the park.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of leadership and management is good

The management team evaluates the provision well. It gathers feedback from parents and values the comments they make. Recent changes to the rooms in the nursery provide babies with further opportunities to investigate and explore. The manager meets with staff to help them to reflect on their practice. Staff extend their professional development. They attend in-house training where they discuss with health visitors how they can support children when they are between the ages of two- and three-years-old. The management team uses additional funding effectively to promote children's individual needs. Safeguarding is effective. The manager and staff know the signs of abuse and where to report concerns they may have regarding children's safety or welfare. Staff wear lanyards that show telephone numbers of other professionals to contact if they have concerns about children's safety and welfare.

Quality of teaching, learning and assessment is good

Staff provide fun opportunities for children to develop their mathematical skills. For example, they count out loud the number of footsteps children need to take when they play a game. Staff encourage children to develop their thinking skills. They describe objects and ask children to work out what they are talking about. For example, staff ask children what will go 'pitter patter, pitter patter'. Children confidently guess and say 'rain'. Staff provide opportunities for children to develop their understanding of the wider world, including different languages. For example, during group times, children say hello in other languages, such as French and Spanish. Parents attend meetings with staff to discuss their children's achievements. This helps them to know what children are learning.

Personal development, behaviour and welfare are good

Staff promote children's emotional well-being effectively. For example, when children move rooms in the nursery, staff go with them for visits to provide familiarity and comfort. Staff promote positive behaviour. They have 'golden rules' in place and talk to children about these during group times. Children demonstrate a good understanding of the rules and boundaries. They say that they need to 'listen' and use their 'walking feet'. Children demonstrate a good understanding of the importance of following good personal hygiene routines. For example, when staff ask children why they wash their hands, children say, 'We will get germs.'

Outcomes for children are good

Children show good literacy skills. Older children confidently use pens and paper and begin to write the letters in their name. Children are creative and demonstrate their imaginative skills. Older children make marks when they use their fingers in flour. They tell visitors, 'It is a monster.' Children have good mathematical skills. Younger children start to count objects and develop their understanding of numbers. They concentrate when they sit and listen to a story. Children show a keen interest in books. They learn key skills in preparation for their move on to school.

Setting details

Unique reference number	EY488820
Local authority	Lincolnshire
Inspection number	10115279
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 - 11
Total number of places	118
Number of children on roll	56
Name of registered person	Coningsby Community Hub Community Interest Company
Registered person unique reference number	RP534558
Date of previous inspection	28 February 2017
Telephone number	01526344118

The Little Acorns Nursery registered in 2015 and is situated in Coningsby. The nursery employs seven members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, three at level 6 and one at level 7. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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