

Inspection of Arkley's Little Acorns Nursery School

Arkley Village Hall, Brickfield Lane, Barnet, Hertfordshire EN5 3LD

Inspection date: 24 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff offer a welcoming and nurturing learning environment where children feel safe and secure. Children learn to self-register when they arrive at the setting. They make friends to play with and develop a good sense of belonging and community.

Staff are sensitive to the needs of each child and provide specific activities to support children's learning and development. They hold discussions with children and allow them enough time to think before responding to questions. This helps children to develop their language and thinking and to learn new vocabularies.

Children develop good listening skills and learn to consider the views of others. At times, staff miss the opportunity to encourage children to develop their early writing skills.

Children keenly explore a range of natural resources. For example, younger children are eager to make collages of pictures using a variety of materials. Older children love to investigate a wide range of media and materials such as conkers and acorns. However, staff do not always encourage children to further develop their technology skills.

Children enjoy the outdoors and benefit from fresh air and exercise. They can ride bicycles safely and climb the apparatus with control.

Children are interested in songs. They clap their hands and dance to music. Children laugh, have fun and enjoy their time at the nursery.

What does the early years setting do well and what does it need to do better?

- Staff gain relevant information from parents about what their children know, can do and understand. They use such information along with their observations of children to provide age-appropriate activities that motivate children to learn. Staff guide children as they play and help them know how to use resources safely. Children make good progress in relation to their different starting points and capabilities. Children who have speech and language difficulties equally make good gains in their learning and development.
- Children relate well to each other. They are learning to choose their favourite activities and to follow their interests. For example, younger children can sort and match simple puzzles. Older children can count objects, learn to recognise numerals and explore the weight of certain objects. Staff read to children and provide them with books to take home to share with their families. At times, staff miss the opportunity to help children access resources to fully develop their

early writing skills.

- Staff talk to children in a calm manner and support their social and emotional needs effectively. For example, they remind children to say 'please' and 'thank you'. Children learn to share resources fairly and to take turns. They display positive attitudes to learning. Children's behaviour is generally good.
- Staff introduce daily routines to children and help them adopt healthy living. For example, children know about the importance of washing their hands before eating to reduce the spread of germs. Younger children learn to socialise and to share fruit with others. Children are learning to pour their own drinks and to put toys away.
- Staff work well with parents and share information with them about their children's learning and development. Parents know how to support their children's learning and confirm that their children achieve well. They appreciate the good support their children receive from this friendly and approachable staff team.
- Managers establish strong links with relevant agencies to help ensure that children receive the specialist support they need to help them improve. Staff work well with providers when the time comes for the children to move on.
- Managers supervise staff and give them specific feedback to help them further develop the quality of their practice.
- Staff attend courses to strengthen their skills. They state that managers help them reduce the workload and support their well-being effectively.

Safeguarding

The arrangements for safeguarding are effective.

The provider conducts the required vetting checks on all staff to ensure that they are suitable to work with the children. Staff have a good knowledge of safeguarding practice, including the reporting procedures. Managers share the policies and procedures with staff during their induction training to help them be clear about the expectations.

What does the setting need to do to improve?

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

- provide more opportunities to help children develop their early writing skills
- broaden the range of resources to aid children to develop their technology skills as part of their knowledge and understanding of the world around them.

Setting details

Unique reference number	EY480947
Local authority	Barnet
Inspection number	10061437
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	42
Number of children on roll	17
Name of registered person	Arkley's Little Acorns Nursery Ltd
Registered person unique reference number	RP533917
Telephone number	0208 4499298
Date of previous inspection	7 June 2016

Information about this early years setting

Arkley's Little Acorns Nursery School registered in 2014. It operates from a village hall in Arkley, in the London Borough of Barnet. The setting operates each weekday during school term times. It is open from 8am to 4pm on Mondays, Tuesdays and Wednesdays and from 8am to 6pm on Thursdays and Fridays. There are five staff, who hold relevant qualifications from level 2 and above. The provider receives funding to offer free early education for children aged two, three and four years.

Information about this inspection

Inspector

Fatiha Maitland

Inspection activities

- The inspector and the manager conducted a learning walk in all parts of the nursery to understand how the curriculum is organised.
- The inspector spoke to some members of staff and children at appropriate times during the inspection and held meetings with the management team.
- The inspector carried out joint observations with the manager.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments and suggestions.
- The inspector looked at the nursery's policies and procedures, including those related to the suitability of staff.

We carried out this inspection 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.

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