

# Inspection of Children 1st @ Acorns

Draycott Road, Upper Tean, Stoke on Trent, Staffordshire ST10 4JJ

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Inspection date: 20 November 2019

| <b>Overall effectiveness</b> | <b>Outstanding</b> |
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children show delight as they arrive at the setting in the morning. They thrive in the environment as staff provide a superb range of learning opportunities. The free-flow areas allow children to climb on a tractor and view birds from the hide. Staff plan and adapt activities to follow and build on children's interests. For instance, younger children explore shapes by tracing different objects. Staff support children to be highly independent. Older children serve themselves food, pass the dish to their neighbour and wait patiently for their peers before they begin their lunch. Children are remarkably well behaved due to the exceptional support and guidance given by staff.

Staff create strong connections with the children through highly effective interactions. For example, in the younger baby room, staff provide comforting messages to children to support their emotional well-being. Staff have high expectations of what children can achieve through their effective planning and monitoring process. They involve parents throughout the child's journey to gain relevant knowledge and share regular updates regarding children's development. As a result, children make rapid progress and parents say that their children are extremely well prepared for their next stage of learning.

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

- Staff provide children with a wide range of experiences to support their level of development. For example, babies engage with the sensory exploration as they listen to the sound from the rattling blocks. Staff expertly use the child's interest to develop learning across different areas of the Early Years Foundation Stage. For instance, providing a narrative to their actions, counting the blocks and developing their purposeful arm movements. Similarly, older children learn about other nationalities and cultures through food tasting, reading books and participating in different styles of dance from around the world.
- Children's communication skills are developing exceptionally well. For example, when a child incorrectly names the fruit, the member of staff expertly addresses the issue by using highly effective teaching practices. They provide a description, introducing new vocabulary and provide explanation which expands the groups' knowledge of a pomegranate. Older children are seen to be confident communicators and take part in two-way conversations without the support of staff members.
- Staff develop children's understanding through high-quality interactions. During activities, staff ask children challenging questions to develop their problem-solving skills. For instance, in the younger children's room, they play with the remote-control toys. Staff ask children how they will overcome the obstacles in front of them. Children are self-assured and make their own decisions as the

staff give them appropriate time to work their ideas through.

- The nursery has a very dedicated and strong leadership team that shows a high level of commitment towards continuous improvement in all areas. The continued refurbishment of the nursery's outdoor area shows their successful and determined drive to provide children with outstanding nursery experiences. Company directors provide consistent support to the nursery's leadership team to ensure that the operation of the nursery remains strong. For example, in the manager's absence, the staff know the expectations of their roles in the setting and carry these out to the highest level.
- The leadership team demand very high standards from the staff team and provide highly effective support and performance management. Staff benefit from in-house training provided by the company's own training department. Staff say that they are well-supported by the leaders throughout their induction and beyond. Staff document and take ownership of their record of achievement which allows them to share best practice with colleagues.
- Leaders and staff provide a remarkable environment inside and outside. Children regularly spend full day sessions in the garden where they can explore a large, purposefully planned area. Children are engrossed as they work together and use their large arm muscles to dig in the mud pits. They return to tumble down the mudslide, laughing with joy. Inside, staff provide an exciting array of stimulating resources for children to explore and experiment with. Younger children actively participate as they play in 'gloop'. They use a variety of tools and figures to create footprints and make marks.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff demonstrate that they are competent in identifying the signs and symptoms that may suggest a child is at risk of harm. All staff receive regular safeguarding training. Robust policies and procedures are in place to ensure everyone is aware of their responsibilities to keep children safe and secure. Leaders regularly quiz staff to keep knowledge refreshed. Staff are fully aware of the procedures they must follow should they have any concerns about children's welfare. Leaders ensure that records are robustly kept. They follow effective recruitment and vetting procedures to ensure that staff working with children are and remain suitable to do so.

## Setting details

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| <b>Unique reference number</b>                   | EY440074  |
| <b>Local authority</b>                           | Staffordshire   |
| <b>Inspection number</b>                         | 10116446  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Full day care   |
| <b>Age range of children</b>                     | 0 to 11   |
| <b>Total number of places</b>                    | 140   |
| <b>Number of children on roll</b>                | 159   |
| <b>Name of registered person</b>                 | Breedon House Nurseries Limited   |
| <b>Registered person unique reference number</b> | RP900832  |
| <b>Telephone number</b>                          | 01538723366   |
| <b>Date of previous inspection</b>               | 31 March 2016   |

## Information about this early years setting

Children 1st @ Acorns registered in 2011. The nursery employs 30 members of childcare staff. Of these, two hold an appropriate early years qualification at level 6, four at level 4, fourteen at level 3 and two at level 2. The nursery opens from 7.30am until 6pm, Monday to Friday for 51 weeks a year, except bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Laura Green

## Inspection activities

- The manager took the inspector on a learning walk around the setting. They discussed how the setting is arranged and how the curriculum is organised.
- A range of relevant documentation was viewed by the inspector, including evidence of the suitability of staff, information relating to children's learning and staff training.
- The inspector spoke to a selection of parents and took account of their views.
- A joint observation was carried out with the manager and inspector. The impact of teaching was evaluated.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held discussions with the management and members of staff at appropriate times during the inspection.

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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