

Inspection of Acorns - BP

Meadhurst Club, Chertsey Road, Sunbury-on-Thames, Middlesex TW16 7LN

Inspection date: 7 February 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

The new manager is reflective and ambitious and has high expectations for what all children can achieve. Staff are passionate and provide a warm, nurturing and inclusive environment in which children feel happy and safe and settle in quickly. Together, they create an engaging environment that focuses on inspiring children's imagination and creativity. Children of all ages are confident, motivated and inquisitive learners. They are willing to give things a go and work hard to achieve what they set out to do. For example, older children excitedly cook pretend Chinese meals using real fruit and vegetables. Staff extend their experiences skilfully, introducing tools which children use carefully and safely to chop and cut the fruit and vegetables, bringing their role play to life.

Strong links are in place with the BP Sunbury site where children can visit their parents and take part in a range of exciting experiences to enhance their learning. Staff share information regularly with parents about children's day at the setting. This enables parents and staff to work together to support continuity in children's experiences. Staff warmly praise children's efforts and celebrate their achievements with great enthusiasm. This helps children develop high levels of self-esteem and have confidence in their own abilities. Staff are good role models and teach children about positive behaviour through the nursery rules. Children behave well and are kind and caring in their interactions with each other. All children progress well, including those with special educational needs and/or disabilities, and those who speak more than one language.

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

- Staff teach children effective communication and language skills. For example, they talk to babies and sing nursery rhymes to encourage them to learn new words. They instigate discussions and ask older children questions to stimulate their thinking and communication. All children enjoy reading stories and regularly take books home to share with their parents.
- Strong relationships are fostered with parents, who praise the nursery staff highly. A wealth of information is shared by the staff team to support children's learning at home, such as activities linked to early scientific experiments and mathematics.
- Children follow stringent hygiene procedures as they diligently wash their hands for meals and snacks. Staff ensure that individual children's dietary, religious and medical needs are met. They help children to gain good knowledge of how to be healthy, including eating nutritious meals and snacks. Although, at times, some staff do not ensure consistency in meeting each child's needs during daily routines. For example, during transition between activities and mealtimes, children have to wait for long periods, and they become distracted and lose

concentration.

- The newly appointed manager and company management team have a strong passion to improve and reflect on the quality and practice within the nursery. They have worked hard together to make several recent changes. These are having a positive impact on the nursery, and with children's care and learning. For example, purposeful supervision meetings and observations of practice support staff to develop their teaching skills.
- Children benefit from a range of stimulating resources that motivate them to explore and experiment. Staff ask some meaningful questions to test children's understanding. For example, older children experiment as they roll trains down wooden planks. Staff encourage them to predict, test and record how far the trains travel down the plank. Children use their problem-solving skills to see if changing the gradient of the plank affects the length and speed the train travels.
- Staff help children to learn about and respect difference. For example, children play with toys and listen to stories representing different cultures. Staff teach children key words and to count in different languages. They discuss and celebrate special cultural and religious events. In turn, children develop positive attitudes and high levels of respect towards others.
- Overall, the curriculum is well planned and helps children to develop skills and make good progress. Staff find out about each child's learning needs from the start and carry out daily observations of their ongoing progress. However, they do not make the most effective use of assessments to plan activities that support children to achieve at the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The manager has a robust understanding of her role and responsibilities in helping to keep children safe. Staff have a confident understanding of how to identify a possible concern about the safety or welfare of a child. They know the procedures to follow should they be worried a child is being abused. The manager ensures that staff are suitable for their roles by carrying out thorough background checks on all staff. Safety is given good consideration. For example, the premises are secure, staff are well deployed, ratios are met, and children are supervised well.

What does the setting need to do to improve?

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

- review the organisation of daily routines, such as mealtimes, so the needs of all children are considered and the length of time children spend waiting is reduced
- continue to refine assessment systems and support all staff in precisely planning children's next steps in learning to ensure they are more finely tuned to suit the individual needs of each child.

Setting details

Unique reference number	160622
Local authority	Surrey
Inspection number	10128571
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 to 4
Total number of places	50
Number of children on roll	57
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01932 503 081
Date of previous inspection	17 May 2016

Information about this early years setting

Acorns - BP registered in 2001. It is managed by Bright Horizons Family Solutions and provides full-day care to the children of employees on the BP Sunbury site in Surrey. The nursery operates from 8am to 6pm each weekday, all year round. It is in receipt of funding for the provision of free early education for children age three and four years. There are 27 staff, 23 of whom hold qualifications ranging from level 2 to qualified teacher status.

Information about this inspection

Inspector

Joanne Allen

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 spoke with staff, parents and children during the inspection.
- The manager and inspector carried out a joint observation.
- The inspector checked safeguarding information and the safety of the premises.
- During a learning walk, the inspector and manager discussed how the early years provision is organised and how they plan the curriculum and experiences for children.
- Meetings with the manager took place throughout the day. The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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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