

Inspection of Little Acorns (Sundridge Yate)

St Paul's Catholic Primary School, Sundridge Park, Yate, BRISTOL BS37 4EP

Inspection date: 27 February 2020

Overall effectiveness	Outstanding
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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

Good

What is it like to attend this early years setting?

The provision is outstanding

Parents are extremely complimentary about the nursery. Children settle very quickly as they are met by a familiar face in their rooms. Staff build highly successful relationships with parents. For example, staff gather as much information as possible about children's activities since the last time they were at the nursery. They use the information extremely effectively to provide bespoke support for each child so that they feel safe, secure and happy. Children flourish in an exceptionally well-organised environment where they confidently access a vast range of activities. Pre-school children and toddlers are able to move freely into the highly inviting and well-resourced garden. They thoroughly enjoy exploring the different textures, such as sand, water and mud, and learn about the natural world when investigating in the 'bug kitchen'. Children play imaginatively and learn to think quickly to problem solve. They are extremely engaged in activities and benefit from high-quality interactions with staff. They sustain an amazingly high level of concentration from a very young age. For example, children in the baby room spend significant time enjoying a role-play activity where they make tea for staff using real teabags and water. They form special friendships and show great excitement in sharing their achievements with their friends. Staff have high expectations and children respond exceptionally well. Their behaviour is exemplary. They are extremely kind to each other and play incredibly well together.

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

- The management team has an incredibly strong ambition for delivering the curriculum. Managers have a clear vision of what they want children to learn and their expectations for staff to support children's learning through child-led activities. They create a culture of continuous improvement as they constantly reflect on practice and find new and different ways to deliver the curriculum.
- Staff are extremely skilled at using child-led play to challenge children. For example, a child who shows interest in a highlighter is encouraged to do mark making in the writing area. The staff member further extends the activity by introducing mathematical concepts such as drawing different shapes and identifying which are bigger and smaller.
- Children transition smoothly when moving up to a new room. Staff have excellent procedures in place to support children with this change by tailoring the process to meet children's individual needs. They have a huge focus on children's well-being at all times. For example, when babies transition to the toddler room in groups, staff ensure they have friends moving with them. A familiar member of staff supports children with the move until they have fully settled.
- All children show excellent levels of independence. Babies are self-sufficient at snack times as they feed themselves fruit and drink from beakers. Pre-school

children are prepared exceptionally well for school. For example, they competently recognise their names, are beginning to write their names and are starting to recognise the sounds that letters make.

- Staff know the children incredibly well. They understand triggers that may cause individual children to display some challenging behaviour and skilfully divert children's attention in a positive way. They make fantastic use of books and emotion balls to teach children to manage their feelings. Children feel confident to approach staff to inform them when they may be feeling 'happy', 'sad' or 'angry', so that staff can provide them with support. Pre-school children take charge of deciding their golden rules so that they really understand and implement the behaviour that is expected.
- The quality of teaching and education is at a consistently high standard throughout the whole nursery. Staff use every opportunity to support children's learning and development. All staff have a sharp focus on promoting speech and language. They expose children to a wide variety of words, for example they describe the weather as 'blustery' instead of 'windy'. Parents also comment positively about how well their children put sentences together.
- The management team prioritises staff well-being and staff report exceptional support from the manager. All staff regularly meet with the manager and she also identifies staff who may benefit from more regular catch-ups to promote their emotional well-being.
- All children make excellent progress in their learning. Disadvantaged children and children with special educational needs and/or disabilities (SEND) are swiftly identified and individual plans are put in place to provide them with support tailored to their individual needs. For example, children with SEND who respond well to sensory play are provided with an extremely wide variety of resources to settle them and support their learning. They display very good behaviour and make significant progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The management team has excellent systems in place to ensure all children are safeguarded. They consistently test staff knowledge and understanding on a daily basis through spot questions, and more thoroughly during monthly staff meetings. Staff have an exceptional understanding of safeguarding issues and the procedures to follow if they have concerns about a child and the action they would take if they had concerns about a colleague's practice. The management team has robust recruitment procedures in place to ensure new staff are suitable to work with children and all staff remain suitable.

Setting details

Unique reference number	EY477249
Local authority	South Gloucestershire
Inspection number	10075936
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	61
Number of children on roll	95
Name of registered person	Little Acorns (South West) Limited
Registered person unique reference number	RP904196
Telephone number	01454 329582
Date of previous inspection	2 February 2016

Information about this early years setting

Little Acorns (Sundridge Yate) registered in 2014. It is one of several nurseries owned by Little Acorns (South West) Ltd. It operates from a building on the site of St Paul's Catholic Primary School in Yate, South Gloucestershire. The nursery opens from 7.30am until 6pm each weekday throughout the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 20 members of childcare staff; two have early years qualifications to level 6, nine hold appropriate early years qualifications at level 3 and three hold qualifications at level 2.

Information about this inspection

Inspector
Champa Miah

Inspection activities

- The inspector and the manager completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector took into account the views of parents.
- The inspector observed the quality of teaching during activities in all areas of the nursery, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector looked at various documents, such as paediatric first-aid certificates and children's records.
- The inspector met with the management team and discussed how the nursery is led and managed.

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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