

# Inspection of Little Acorns Day Nursery (Huddersfield) Limited

Big Valley, Meltham Road, Huddersfield HD4 7BE

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Inspection date: 5 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children are happy, confident and settled. They are familiar with the nursery routines and have very strong emotional attachments to the warm and caring staff. This helps them to feel safe and secure. Babies beam with delight at staff's friendly greetings and their loving interactions. Staff liaised well with families during the COVID-19 pandemic, which supported children's learning and emotional well-being. Staff read stories to children, and shared activity ideas with parents, via their social networking website.

Babies and toddlers in the baby room curiously investigate objects that staff have made. For example, they observe glitter floating around in the water while shaking sensory bottles and tubes. Older toddlers and two-year-olds have fun copying action songs and creating sounds by tapping metal kitchen utensils with a spoon. They readily find their photograph placed on the table at lunchtime, which helps to support their sense of belonging.

Children in the pre-school room develop essential skills for future learning and are eager and motivated learners. They behave well, build excellent friendships and play imaginatively and collaboratively. For example, children use crates to create a rocket to fly into space. They show good mathematics skills, for instance as they count the number of pegs in the peg board.

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

- Staff found that most children settled quickly after the national restrictions, due to COVID-19, were lifted. Children remained on track with their learning. Staff identified that new babies starting nursery had been affected, due to having limited social contact. To address this, they provided greater levels of support to help them settle into nursery.
- Children in the pre-school room deeply engage in activities, such as making a 'carrot cake' in the exploratory kitchen using leaves and twigs. They excitedly talk with staff, who ignite their curiosity and thinking skills when they find a ladybird. Children show awe and wonder at the insect's delicate features.
- Staff continually assess children's achievements well, to identify their individual key next steps and help them make progress in many areas. This includes children who receive additional funding or who have a developmental delay. However, planned activities do not always precisely target the individual learning needs of some younger children.
- Staff help children to understand the importance of leading a healthy lifestyle. For example, children have ample fresh air and enjoy physical activities, such as whizzing around on scooters and using balancing equipment. They have an excellent diet. Meals are home-made and incorporate fresh local produce from

the butchers and greengrocers.

- Staff closely consult with parents to support highly effective transitions for children. New parents share a wealth of information and family photographs, which staff display and create booklets with. Subsequently, parents complete a new 'All about me' document when their child moves rooms. Staff also share photograph booklets of the new room with parents and children.
- Staff provide a nurturing environment for children in the baby room. Babies and toddlers thrive from their care needs being met well by the loving staff.
- Although parents are not yet entering the nursery, staff continue to work in excellent partnership with them. For example, alongside daily conversations, staff share extensive information via their online portal, newsletters, progress summaries and social networking website. Parent feedback is highly complimentary.
- Staff encourage children to be kind and thoughtful. For example, children sang songs to residents via video communication when visits to care homes ceased due to the pandemic.
- Staff talk to children during care routines and as they play, and all children enjoy singing and listening to stories. This helps to promote their early language and reading skills. Children develop impressive physical skills, which creates firm foundations for early writing, such as forming letters.
- Staff positively reinforce behavioural expectations and celebrate children's achievements through initiatives such as the 'star jar' and 'wow' clouds and boards. This fosters children's self-esteem and confidence.
- The dedicated manager and provider generally review practice effectively. Overall, this results in well-targeted nursery improvement plans and continued training opportunities for the already well-qualified staff team.

## Safeguarding

The arrangements for safeguarding are effective.

Staff undertake effective risk assessments to help children stay safe and healthy. This includes those related to COVID-19. For example, the manager undertakes temperature checks on visitors and ensures they use hand sanitiser before they enter. Staff can identify signs of possible abuse and understand how to report their concerns, in order to protect children. They have regular refresher training. The excellent security of the nursery is enhanced, for instance, through coded keypad access to the nursery rooms and closed-circuit television. The provider has robust procedures for recruiting and vetting staff. This ensures that they are suitable to work with children.

## What does the setting need to do to improve?

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

- focus more precisely on the individual learning needs of children, particularly those aged from approximately 18 months to just under three years, to help them to make the best possible progress
- strengthen the arrangements for monitoring staff's practice, in order to ensure greater consistency in the quality of education across the nursery.

## Setting details

<b>Unique reference number</b>	2511270
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10194501
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	67
<b>Number of children on roll</b>	106
<b>Name of registered person</b>	Little Acorns Day Nursery (Huddersfield) Limited
<b>Registered person unique reference number</b>	RP902893
<b>Telephone number</b>	01484 850983
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Acorns Day Nursery (Huddersfield) Limited re-registered in 2018 due to a change in premises. The nursery employs 18 members of childcare staff, all of whom hold appropriate early years qualifications; three are at level 2, 10 are at level 3, one is at level 4, three are at level 6, and one holds qualified teacher status. The nursery opens Monday to Friday, from 7.30am to 6pm, all year round, excluding bank holidays and the week between Christmas and New Year. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Rachel Ayo

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector held discussions with the manager and carried out a learning walk with them. This helped the inspector to understand how the manager organises the early years provision and the curriculum.
- The inspector observed the quality of education indoors and outdoors, and assessed the impact of this on children's learning.
- A joint observation of an activity was carried out by the inspector and the manager.
- The inspector spoke with children, parents and staff during the inspection. She also gained feedback from parents over the telephone and via emails.
- The inspector held regular meetings with the manager and provider throughout the inspection, to keep them updated. She also looked at various policies and documents, including those related to the suitability and qualifications 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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