

# Inspection of Little Acorns Nursery Ltd

Knottingley High School, Middle Lane, Knottingley, West Yorkshire WF11 0BZ

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Inspection date: 19 November 2021

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

### **The provision is good**

Children's individual needs are met well. Staff are observant and know instinctively when children need a little more support. For example, when tired babies fight sleep, a member of staff picks them up to soothe and cuddle them. Once asleep, staff carefully lay them back down to aid a more restful sleep.

Children's communication and language skills are good throughout the setting. Staff are very attentive and react positively to the different ways children choose to communicate. For example, staff repeat the sounds babies make and copy their facial expressions. Toddlers interact positively with staff, who use simple words and short sentences when communicating with them. Staff talk to children about what they are doing, ask questions and give simple instructions. This is one way staff help children to develop the confidence to listen and communicate with others.

Children's independence and physical skills are supported and well managed by staff. Children show a determination to achieve their own goals, confident of the support staff provide. Staff offer a helping hand to babies who are keen to stand and explore. Their excitement grows as they lift their legs and move their feet closer to a tray of sand. Staff are quick to note this new interest and encourage them to explore the sand with their bare feet.

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

- Managers have a clear understanding of the curriculum and are aware of the potential impact of the COVID-19 pandemic on children's learning and development. The children have a dedicated key person who is familiar with their progress and individual learning needs. Staff all work closely together when planning the curriculum and this helps to ensure good outcomes for all children.
- Knowledgeable staff identify gaps in children's learning and development quickly. Any subsequent action is keenly monitored for the impact it has on children's development. Any changes needed are implemented in a timely manner and enable children to make good progress.
- Leaders and managers work closely with outside agencies, such as speech and language therapists and the area special educational needs coordinator. High priority is given to the sharing of exact information. This means that children and families swiftly receive the extra help and support they need.
- Children benefit from regular outdoor play. They use various equipment to help them further develop their physical skills, such as climbing steps, riding bicycles and controlling a ball.
- All children are very proud of their achievements, particularly their artwork. Younger children show off their pictures and explain who they have made it for, before putting it away. Older children confidently describe their pictures and

point out the individual letters of their name they have carefully written.

- Parents are not allowed into the setting due to COVID-19. However, the partnership between parents and the key people involved with their children is sound. Parents are pleased with the quality of information they receive about their children's progress, health, and well-being. This is mainly through an electronic system, email, and telephone contact. Parents are reassured if they have a need for written information or a face-to-face discussion, every effort will be made to meet that request.
- Staff are skilled at planning an environment where children find something of interest whatever room they occupy. However, they do not always consider the impact of a noisy environment on children's learning. For example, activities such as music and movement often run alongside other activities where children need to concentrate. As the noise increases, both children and staff raise their voices to be heard. Consequently, the volume in the room gets very loud and some children lose their concentration.
- Children are well motivated and eager to learn. The voices of happy children are heard throughout the day. This shows that children feel safe and enjoy their learning.
- Leaders review risk assessments and steps taken to eliminate or reduce any identified risks. For example, staff found that safety scissors were sharper than expected. These are stored out of reach of children and staff make sure children are fully supervised when using them. However, staff are not always swift enough to make sure that floors are clear of items that can cause staff and children to slip, such as sand and floor jigsaws.

## Safeguarding

The arrangements for safeguarding are effective.

The setting is secure and helps to prevent anyone leaving or entering without being noticed. Leaders and managers make sure staff understand the safeguarding and child protection policies and procedures they have in place. They take swift action when they have concerns about a child's safety and/or well-being. They know who to contact and referrals are made quickly to ensure that any action needed is acted on appropriately. Students enjoy their experiences in the setting and say they are made to feel welcome. They are reassured by the induction process they go through, which includes safeguarding, child protection, and health and safety.

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

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

- continue to monitor the planning of activities for the pre-school room and find ways to provide uninterrupted time for children to concentrate and complete

their activities

- help staff to identify possible hazards and to take appropriate action to eliminate or reduce the risk of accidents.

## Setting details

<b>Unique reference number</b>	EY100881
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	10214069
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	0 to 8
<b>Total number of places</b>	80
<b>Number of children on roll</b>	167
<b>Name of registered person</b>	Little Acorns Nursery Ltd
<b>Registered person unique reference number</b>	RP905192
<b>Telephone number</b>	01977 679123
<b>Date of previous inspection</b>	16 October 201716 October 2017

## Information about this early years setting

Little Acorns Nursery Ltd registered in 2002. The nursery employs 19 members of childcare staff. Of these, four hold appropriate early years qualifications at level 4, nine at level 3 and six at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

June Rice

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- Staff spoke to the inspector 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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