

Inspection of Acorns Day Nursery Ltd

532 Reading Road, Winnersh, Wokingham, Berkshire RG41 5EX

Inspection date: 11 January 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and demonstrate that they feel safe. They have adapted well to changes to arrival arrangements, due to the COVID-19 pandemic. Children are confident and content to leave their parents at the main door. They benefit from a welcoming environment in which they confidently play and explore. All children have good relationships with staff. Children show that staff are important to them as they snuggle up next to them to listen to stories. Staff know the children well and demonstrate strong expectations for children to hear a range of language and develop their vocabulary.

Children enjoy the activities on offer and there is a strong focus on outdoor play. Toddlers and babies are inquisitive. They enjoy sensory activities that support their play and exploration. For instance, they have fun investigating different materials, such as toy dinosaurs, mud and ice. Older toddlers enjoy experimenting with magnets and finding out what they connect with. Additionally, they have fun pretending to make 'hot chocolate' and 'ice cream' using a variety of crafts, cooking utensils and foam. All children behave well. Staff praise children consistently, for example for helping to tidy away and being kind to others. All children make good progress in their learning, including those who receive additional funding.

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

- Staff know the children well and plan and provide activities which are appropriate for their development. The key-person approach is well embedded. Staff, overall, support children's ideas and encourage these. For example, they helped children find resources to make their 'hot drinks' and 'ice creams' outside in the play kitchen.
- Staff support children's emerging language skills well. Staff working with young children use books and songs along with talking to them about what they are doing. Staff supporting older children provide an environment where children hear spoken language clearly and fluently. This helps to promote children's correct pronunciation of words and helps them to understand how to put words together to form sentences.
- Children are provided with healthy and nutritional snacks and meals that promote their good health. Children are supported to develop self-help skills, such as at mealtimes. For instance, younger children are encouraged to use their cutlery and older children are promoted to self-serve their lunches and help prepare their snacks. Children learn about the importance of washing their hands before coming in from the outside area. However, staff do not ensure that younger children who have crawled upstairs, have re-washed their hands before they eat their lunch.
- Staff support older children's understanding of mathematical concepts well. For

example, older children enjoy playing board games that encourage them to use and develop their counting and addition skills. This was seen during a board game where children took turns to spin the dial, calculated the numbers and then moved their counter to the corresponding number of places.

- Children build meaningful friendships and enjoy each other's company. They enjoy playing games with each other and show enjoyment as they play. Children display good levels of confidence.
- The leadership team have a clear vision for the future of the nursery. Staff comment that leaders are accessible and are on hand to offer well-being assistance as needed. Leaders have a clear vision for the intention they want the children to learn in each room. However, staff performance management is not sharply focused on developing some inconsistencies in staff practice to raise the quality of the overall provision further.
- Children develop a good understanding of the world around them. Staff encourage children to be kind and thoughtful. For example, children previously had opportunities to visit the elderly. However, these visits have ceased due to the pandemic. Despite this, staff have been proactive in supporting children's learning and keeping a connection within the community. Children learn about people's similarities and differences, such as through planned activities about cultural events and celebrations.
- Staff work well in partnership with parents. Parents comment positively about the nursery and how their children are progressing. Staff communicate with parents through a variety of ways. For example, they hold parent meetings, provide daily discussions and use an online app to share information, including photos of children, with the parents.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including the designated safeguarding lead, demonstrate a strong understanding of their roles and responsibilities to protect children and keep them safe. All staff receive regular training in safeguarding, including the 'Prevent' duty. The leadership team ensure staff's safeguarding knowledge is kept up to date, for example through discussions during team meetings and regular quizzes. Staff maintain a suitable environment for children. They complete appropriate safety checks to minimise potential hazards. The leadership team follow robust vetting and recruitment procedures to check that all staff 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:

- support staff in maintaining and consistently encouraging children to follow good

hygiene practices

- review the arrangements in place for staff supervision and ensure that all staff receive consistent coaching and professional development opportunities to help improve their quality of teaching to the highest level.

Setting details

Unique reference number	148596
Local authority	Wokingham
Inspection number	10213422
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 at time of inspection	0 to 4
Total number of places	45
Number of children on roll	40
Name of registered person	Acorns Day Nursery Ltd
Registered person unique reference number	RP524717
Telephone number	0118 9786483
Date of previous inspection	19 January 2017

Information about this early years setting

Acorns Day Nursery Ltd registered in 2001. It operates from a converted private house in Winnersh, on the outskirts of Wokingham, Berkshire. The nursery is open each weekday, from 8am to 6pm, for 51 weeks of the year. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 16 staff. The manager and 14 staff hold appropriate early years qualifications.

Information about this inspection

Inspector

Tracy Bartholomew

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 owner explained the nursery curriculum during a learning walk with the inspector.
- The manager and the inspector completed a joint observation of an activity together and discussed the quality of teaching and learning afterwards.
- Children spoke to the inspector about the activities they took part in.
- Parents' feedback about the nursery was obtained through discussions with those available at the inspection and through written documentation.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022