

Inspection of Little Acorns Day Nursery (Springfield)

Throstlenest Avenue, Wigan, Lancashire WN6 7AS

Inspection date: 10 March 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy coming to the welcoming nursery. Parents do not currently enter the nursery due to COVID-19 restrictions. However, children enter happily and are eager to greet their friends and staff. They know the routine well and demonstrate good levels of independence. For example, older children hang up their coats and belongings all by themselves. Younger children are supported because staff are on hand to offer help to those who need it.

Children receive a lot of praise and encouragement. This helps them to feel valued and they are willing to try new experiences. Those who need a little support regulating their behaviour have time with their key person. This helps them to feel calm and relaxed before they venture off to play. Children have lots of opportunities to explore their emotions. They listen intently to 'The Colour Monster', which prompts them to discuss their feelings. Children also use breathing exercises to calm them when they are feeling angry or sad. These strategies help children to manage their emotions, which gives them a positive start to their education.

Children's behaviour is good. Staff consistently encourage positive behaviour and have high expectations for all children. As a result, children know the boundaries and develop a positive attitude to learning. Babies delight as they catch a glimpse of themselves in a mirror as staff play peekaboo with them. They giggle happily and point at their reflections, which helps them to establish a sense of themselves. Toddlers who enjoy building learn about taking turns in small groups. They work collaboratively as they build a tall tower. Pre-school children develop their critical thinking as they create ramps using planks and blocks. They test the ramps out as they excitedly roll balls down them. Children make good progress and acquire lots of skills needed for the next stage in their learning.

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

- Managers have built up close links with local schools. They seek ideas on how to support children's learning in readiness for school. For example, staff help children to develop important skills, such as independence and self-care. This helps to prepare them for their next stage in education. As a result, children's transitions to school are seamless.
- Children enjoy calm and cosy story sessions. They access books from an early age. Babies happily sit and enjoy looking at picture books. They are delighted when staff join them and read the story to them. Older children read favourite books outdoors, snuggled under blankets. They recite familiar stories and show great confidence as they ask visitors to read 'The Little Mermaid' to them. Children are developing a real love of reading. As a result, they develop a wide

vocabulary.

- Staff support children's communication and language development well. For example, they talk to children as they play and ask them meaningful questions. Older children understand what happens now and next because staff use a picture timetable. However, this approach does not work as well for younger children. This means that children who are not confident in their communication skills become a little upset and frustrated when they cannot make themselves understood.
- Managers provide opportunities for children to learn about those less fortunate than themselves. They organise visits to local food banks to deliver donations of food that children have collected. This means children are beginning to learn about differences and how they can help others. However, children are not consistently given the opportunities to learn about diversity and the wider world beyond their own community. This does not fully prepare children for life in modern Britain.
- Partnership working is strong. Children with special educational needs and/or disabilities (SEND) are supported well. For example, staff follow guidance from speech therapists and physiotherapists, to help improve experiences for children. This helps them to make good progress.
- Staff work closely with parents, which promotes children's care and learning. Parents report that their children's experiences in the nursery are positive. They say that the communication from staff is 'informative and helpful'. Parents also appreciate the advice on how to help their children learn at home.
- The manager regularly seeks the views of parents, children and staff. As a team, they reflect well on the quality of the nursery and strive to make improvements. Managers place high value on staff training. They support staff to access training and gain higher qualifications. For example, the newly appointed special educational needs coordinator has completed additional training. As a result, she is well equipped to support staff in planning for children with SEND to help them make good progress.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a thorough understanding of their roles and responsibilities. They recognise the signs and symptoms which may indicate a child is being abused or neglected. They know the procedures to follow should they have any concerns about a child or member of staff.

The manager regularly poses questions to staff to assess their knowledge of safeguarding issues. This allows any gaps in knowledge to be addressed at staff meetings. Staff risk assess the environment by checking for potential hazards, which promotes children's safety. Managers make good use of external support, referring families to other agencies when required. The premises are secure with locks on all entrances. This means staff can stringently check visitors' identity before they come into contact with children. This culture of awareness helps to

keep children safe.

What does the setting need to do to improve?

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

- increase opportunities for children to learn about similarities and differences between themselves and others in their communities
- embed alternative methods of communication, so every child can understand and have their voice heard.

Setting details

Unique reference number	2519737
Local authority	Wigan
Inspection number	10194585
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	40
Number of children on roll	72
Name of registered person	Mercer, Annette
Registered person unique reference number	RP907929
Telephone number	01942 565029
Date of previous inspection	Not applicable

Information about this early years setting

Little Acorns Day Nursey (Springfield) registered in 2019 and is situated in Wigan. The nursery operates from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The centre employs 10 members of childcare staff. Of these, two hold an appropriate early years qualification at level 5, eight hold qualifications at level 3 and one holds a qualification at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Deborah Magee

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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke with the manager and the registered individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to children, to find out about their time at the setting.
- 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.

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