

# Inspection of Hasbury Acorns

St. Margarets At Hasbury Primary School & Nursery, Hagley Road, Halesowen,  
Worcestershire B63 4QD

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Inspection date: 7 July 2022

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

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

### **The provision is outstanding**

Children are happy, secure and enthusiastic to attend the setting. They have safe and nurturing relationships with staff. Staff create a highly stimulating and thought-provoking environment. This encourages children to become motivated and challenged and they have a real desire to learn. Children concentrate for long periods of time and engage well in their activities. Staff support children to be proactive in their learning. Children use mind-mapping to discuss ideas about what they would like to learn about. Children become innovative thinkers and build on each others life experiences. Parents use the interactive app to send photographs of what the children do at home. Children show pride in discussing their photographs and experiences with others.

Staff have high expectations for every child. Children show a high level of determination even when encountering difficulties. Children with special educational needs and/or disabilities (SEND) receive highly effective one-to-one support. SEND children access new materials, textures and activities daily. Children learn about inclusivity and other countries. They celebrate different faiths and cultures. Children have high levels of respect for one another. They engage and include each other in their play. They make friends quickly and develop kind and loving relationships. They share, take turns and understand how their behaviour affects others.

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

- Leadership is exemplary. Leaders ensure staff have very focused and highly effective training. This provides staff with the ability to embed this knowledge into their everyday practice. Leaders encourage staff to follow their passions and complete courses of their choice. They support them to become a team of consistently reflective individuals. The team have weekly meetings, supervisions, appraisals and an open-door policy. This ensures staff are well supported and communicate effectively and consistently to plan for children's next steps.
- Staff provide children with high-quality education and a wealth of opportunities to expand their learning. They have ambitious goals for each individual child, especially those with SEND. The key-person system is very effective. Children benefit from their close relationships, helping them engage well in their learning. Staff have an abundance of knowledge about their children. Staff have clear differentiation for each child, understanding that every child is unique.
- Staff introduce new vocabulary in every activity they do and children model this language in their play. Children understand and follow instruction. Staff promote children's communication through discussion, opinion and individual thought. They include songs, rhymes and stories into their everyday practice and model actions and signs for non-verbal children.

- Staff and children discuss being healthy. Children choose from an array of snack choices. They prepare their own snack, becoming increasingly independent and school ready. Staff encourage SEND children to explore new textures and eat new foods.
- Staff expand on every individual child's life experience. Children learn about the world over a period of eight weeks. They use culinary skills to cook different foods and learn about different cultures. They make pastry stars for Independence day, bake pizzas, try scones for afternoon tea and make their own ice cream. They make marshmallow igloos when exploring Antarctica and junk model volcanoes.
- Children plant their own herbs and grow their own fruit. They watch strawberries, tomatoes, coriander and basil grow. They explore life cycles of plants and insects. They engage in animal activity days, where they hold, take care of and learn about an array of animals. Children learn about bearded dragons, chinchillas, turtles and owls.
- Staff recognise and appreciate that every home life is different. They use a range of communication techniques so all parents can keep up to date. They discuss children's next steps with parents, schools and outside agencies. This provides children with the most consistent and high-quality care. Staff use questionnaires sent out to parents to reflect and improve their practice. Parents state that their children's progress is exceptional. Parents feel supported in getting referrals when their children need extra help.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand their roles and responsibilities in safeguarding children. They understand what signs and symptoms may indicate a child is at risk of harm and the procedures to follow to raise a concern. Staff complete refresher courses and use scenario-based questionnaires to aid their knowledge. They use risk assessment to ensure their day trips are safe for all children. All staff have up to date first-aid training and have suitability checks in place. Staff's knowledge consistently develops and improves over time. Leaders keep up to date with local concerns and safeguarding practices through Dudley council courses. Staff meet with the staff of other local settings to discuss their practice in order to improve. Children are safe and secure in their surroundings.

## Setting details

<b>Unique reference number</b>	2551455
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10215742
<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>	Full day care
<b>Age range of children at time of inspection</b>	2 to 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Melanie Gooch & Samantha Riley Partnership
<b>Registered person unique reference number</b>	RP908401
<b>Telephone number</b>	07866264499
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The provider registered in 2019. The setting offers wrap around care, before and after school sessions and pre-school sessions. Before and after school care are from 7.30am to 9am and 3pm to 6pm, term time only. Pre-school sessions are available from 9.15am to 12.15pm, Monday to Friday term time only. The provider employs four members of childcare staff all of whom hold an appropriate qualification at level 3. The setting offers early funded education for two-, three-, and four-year-old children.

## Information about this inspection

### Inspector

Sophie Van Harten

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the manager and have taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke with the owner and manager about the leadership and management of the setting.
- The inspector carried out joint observations of group activities with the manager.
- 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 spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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