

Inspection of Acorns Nursery School Ltd

10 Park Street, CIRENCESTER, Gloucestershire GL7 2BN

Inspection date: 18 July 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Leaders, managers and staff have made positive changes since the last inspection to benefit children. They have better systems for ensuring they know what children need to learn next. Staff training helps teach children to manage feelings and emotions better. They use stories about a monster who changes colour with different feelings. Children tell adults what colour they are if they are unsure of the words to name their emotions. Staff share strategies with parents. Children receive consistent support and are better able to handle different feelings.

Babies have fantastic spaces to play and explore. Staff find out from parents what children's routines are. They offer support when children first start. Parents visit with children to see what goes on. Staff offer comfort when children are unsure about new situations. They talk sensitively with children, naming objects as children point to them. They make sure staff are available to help babies. For example, staff offer helping hands when children are learning to pull up to stand or want to try out their new walking skills.

Older children are well prepared for the move to school. Staff talk with parents and teachers to share information about the children. They organise visits for teachers to the nursery. Children also visit their new schools. All children including those with special educational needs and/or disabilities are confident for the next stage in their development.

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

- Staff focus on children's communication and language. Staff working with babies use signs as well as words to help children interact with others. At snack time children use signs for 'more', 'please' and 'sorry' to let staff know what they want. Older children recognise letter sounds in their names. They learn that there are correct ways to say the letter sounds but explain that it does not sound the same way in their names. Children take turns in conversations. They listen to each other and learn new words expanding their vocabulary and understanding.
- Staff follow children's interests. They add resources and adapt activities to inspire learning and development. In pre-school, staff and children create a 'space station' role play because children are curious about outer space. Children use material shapes to build 'rockets'. They work collaboratively to fit the pieces together. They recall what they have learnt about the planets. They say Jupiter is their favourite because it has lots of different colours and moons. Other children collect pretend food for a space picnic. They tell staff they can have cakes as a treat. They talk about the lights in the room which make the ceiling look like it is full of stars. Children use their imaginations well and invent

elaborate storylines for their play.

- Baby room staff provide plenty of activities. Staff know what children need to learn next. They use information from parents and what they see children do at the setting. Children are learning colours. Staff provide green spaghetti for children to explore. Staff offer describing words, saying the spaghetti is 'green', 'wiggly', 'sticky'. They ask questions and pose simple challenges. Staff narrate what they see children doing, talk quickly and ask many questions. Children do not have time to think or respond to staff.
- Children love stories. Staff turn this into a group time as they see more children want to listen. They bring in new learning as they read the story. They ask children to identify rhyming words, predict what might happen next and discuss the characters. However, as it is time for lunch staff do not have time to finish the story. Children are frustrated as they have to stop listening to wash hands when they want to hear the end of the story.
- Pre-school children solve problems. Staff set up an activity with several cubes of ice containing different objects frozen in them, some pipettes, and cups of hot and cold water. Staff ask, 'which will make the ice melt quickest, the hot or cold water?' Children make predictions, then test them out. Staff offer reminders about using words to ask for tools. Outdoors, children also have ice blocks that they want to break up. They find stones on the ground and use these successfully to split the blocks of ice. Children take pride in their achievements.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being is a priority for all staff at the nursery. Leaders and managers make sure staff receive up to date training. They amend policies to make sure they meet the local safeguarding children partnership guidance. Staff know the protocols to follow if they have concerns about the welfare of children. Staff also know what to do if there are allegations about other members of staff, including when they need to notify external agencies. Leaders and managers have thorough recruitment and ongoing monitoring systems for staff. They complete regular checks to ensure staff remain 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:

- improve the way staff organise group activities to help children learn well from the outset and give clear messages about what they need to do
- make sure all staff allow time for children to think and respond when they talk and interact with them.

Setting details

Unique reference number	EY369943
Local authority	Gloucestershire
Inspection number	10204590
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	47
Number of children on roll	53
Name of registered person	Acorns Nursery School Limited
Registered person unique reference number	RP527779
Telephone number	01285 655 505
Date of previous inspection	28 July 2021

Information about this early years setting

Acorns Nursery School Ltd registered in 2005 and is situated in the centre of Cirencester, Gloucestershire. The nursery opens on Monday to Friday, from 8am to 6pm, all year round. The nursery employs 13 members of childcare staff. Of these, one member of staff holds an appropriate childcare qualification at level 6, one member of staff holds an appropriate childcare qualification at level 5 and seven members of staff hold appropriate childcare qualifications at level 3. The nursery receives funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector
Anita McKelvey

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The nominated individual and 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.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.

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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