

# Inspection of Little Acorns Day Nursery & Pre-School

Little Acorns Day Nursery, 83-85 Hall Road, HULL HU6 8QL

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Inspection date:

28 July 2022

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is outstanding

Children thrive and flourish in their development in this welcoming nursery. All children receive excellent support. They develop very strong, secure and positive relationships and friendships with their peers. Babies excitedly sing rhymes with their friends. Staff naturally burst into singing songs, enthusing the babies. Toddlers climb and balance on large tyres outside. They are carefully directed by staff using sign language, to inspire children's confidence. Pre-school children concentrate hard and work exceptionally well together, such as when making space rockets and building a ship. They are guided by staff to think deeply about what they add, such as long cylinders for cannons. Children show excellent memory skills. They remember about the Queen's Jubilee. Children gain the key skills which they need for their next stages of learning.

Children behave exceptionally well and respond very well to the high expectations which staff have for them. Children are very happy and settled. Babies display secure emotional attachments to staff, who gently comfort them on arrival and on waking from their sleep. Toddlers follow instructions and know daily routines. Children learn about how to keep safe. For example, toddlers know not to sit on blocks on bikes and older children remind friends to keep scissors low. Pre-school children are extremely kind. They use please and thank you when asking for or sharing resources.

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

- Children show outstanding communication skills. Babies and toddlers use sign language when communicating with staff. Staff consistently extend older children's language, using words, such as 'alkaline' and 'acid'. Pre-school children remember a volcano has an eruption and a caterpillar forms a chrysalis.
- Children's imaginations enthuse others. Children engage in the many creative explorations. Babies explore the cornflour gloop play. Toddlers relish in creating a 'car wash' with foam, water and paint. Pre-school children excitedly pick herbs and mix to make brews. They show delight as they discuss the flavours and smells as they offer pretend foods and drinks.
- Pre-school children count spoonfuls of ingredients to make concoctions. They recognise letters on the wording on the police car. Staff encourage children to think about how they can pour from a larger cup to a smaller one. Staff consistently count children in and out, and promote counting on every occasion, such as with babies and toddlers climbing the stairs. Staff read books and stories of children's choosing. This inspires children's mathematical and literacy development.
- Children's personal development is superbly promoted. Staff plan experiences which promote children's understanding of people, families and communities

beyond their own. For example, children eagerly talk about the police car visit. They have discussions about their family differences, and what makes them unique. This helps children to value each other and gives them a sense of belonging.

- Staff provide children with positive support and encouragement. This helps them to rapidly develop confidence, and learn how to share and take turns with toys. Children gain very good independence. They demonstrate good listening and attention skills. Staff know children exceptionally well. They ask babies and toddlers for permission to change their nappies. Staff offer their help to pre-school children.
- Children demonstrate remarkable physical skills for their age. Babies eagerly play in the stimulating outdoor area. They crawl to the sand and are delighted in the swing as staff push them. Inside, children climb the stairs with great confidence. Toddlers climb and balance, showing good control and coordination. They challenge themselves and gain a good awareness of taking small risks.
- Parents say that staff are excellent. They really like the effective communication, which they receive during the day about how their children are doing, and about the activities they are enjoying. Parents say that they can see how their children are developing rapidly at nursery, especially in their communication skills and their social skills. They comment about babies signing, and toddlers learning about emotions and talking about their friends.
- All children, including those that need additional help, are very well supported. Staff ensure that children meet their planned targets and make continual progress. For example, the manager uses early years pupil premium funding to support children's learning, using small-group activities. There is a highly reflective approach and staff work well with other professionals to ensure that all children get the additional support they need swiftly.
- The manager works exceptionally well with staff to ensure that they receive focused and effective support for their professional development. Staff say that they feel valued by the manager, who promotes their well-being very effectively. The highly positive working relationships in all the rooms reflect the nursery's ethos to value every child as an individual. Staff show a real commitment to providing high-quality interactions and experiences for all children.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are confident and secure in their knowledge of how to recognise the signs and symptoms of abuse. They know how to record concerns and how to share their concerns with the relevant agencies. Staff take part in training and team discussions to keep their knowledge about all aspects of safeguarding up to date. Many staff are long-term staff and they proudly discuss their lead roles. The manager ensures that all adults working with children have thorough checks in place. Staff use rigorous and effective risk assessments to keep children safe. Staff are extremely vigilant when supervising children.

## Setting details

<b>Unique reference number</b>	509972
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10131563
<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>	0 to 4
<b>Total number of places</b>	65
<b>Number of children on roll</b>	99
<b>Name of registered person</b>	Little Acorns Day Nursery [Hull] Limited
<b>Registered person unique reference number</b>	RP523177
<b>Telephone number</b>	01482 470535
<b>Date of previous inspection</b>	21 October 2015

## Information about this early years setting

Little Acorns Day Nursery & Pre-School registered in 2001 and is located in Hull. It employs 24 staff, including the provider. There are 22 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3, two at level 5 and two at level 6. The nursery operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and one week at Christmas. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Caroline Stott

## 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 setting and has taken that into account in their evaluation of the setting.
- The inspector engaged in discussions with staff and children throughout the inspection at appropriate times. She held a meeting with the nursery manager.
- The inspector viewed all areas of the premises used by children. She observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector discussed documentation, including public liability insurance, policies and procedures, and the qualifications and suitability checks of staff. She discussed self-evaluation and the impact this has on the nursery.
- The manager and inspector completed a learning walk together to help the inspector understand the intent for their curriculum. The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to a number of parents and other professionals during the inspection and took account of their views.

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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