

Inspection of Acorns Aviva

Aviva Centre, Brierly Furlong, Stoke Gifford, Bristol BS34 8SW

Inspection date: 15 August 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children arrive happy and excited as they are welcomed by familiar faces. They thrive in this highly nurturing environment and build strong relationships with their key persons. Children show they feel safe and secure. They independently choose resources and call out to others to engage them in their play. Staff offer children lots of praise and reassurance. This develops confidence and self-esteem, which enables them to fulfil their potential.

The children benefit from a highly stimulating environment. Staff plan a wide range of activities which spark children's curiosity and interests. They use meaningful interactions to stimulate learning and build on what children already know. For example, children in the toddler room begin to name the farm animals. Staff use open-ended questions to determine what they already know. They discuss what the animals eat and drink. Staff extend the learning by informing the children how milk comes from cows.

Children's behaviour is excellent. Staff role model manners to the younger children, such as by saying 'please' and 'thank you'. This means children are highly respectful and kind towards each other. Older children play well alongside one another; they listen to each other's ideas and take turns. For example, during circle time, the children take turns in discussing their favourite animals. They all share facts they know about those animals, such as 'giraffes have long necks and crocodiles go snap with their big teeth'.

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

- The manager and her team prioritise giving children a wide range of experiences and teaching them about the world around them. Staff help children learn about road safety while walking in the community. Children know how to manage risks. For example, during forest school lessons, they know not to touch the fire and repeat the rules, such as 'no running around' and 'not getting too close'. Children love to learn about nature and the world around them. They talk about the ocean and what makes sea creatures sick, such as making sure you recycle to keep the rubbish out of the sea.
- Staff understand the benefits of children being physically active. Older children ride around on bicycles, pull themselves up on climbing equipment and play ball games. Younger children climb over soft play and over smaller climbing equipment. Children participate in a range of activities aimed at building the muscles needed for later literacy skills, such as mark making, cutting fruit and using a range of tools.
- Children of all ages develop mathematical skills through various activities. For example, babies explore the sea creatures. Staff demonstrate counting and

mathematical language, such as big and small. Older children make their own play dough. They measure out the ingredients and add more or less until they get the right consistency; this supports children to develop good problem-solving skills.

- Parent partnership is exceptional. The parents praise the manager and her team for their continued support during the pandemic. They state that their children are making excellent progress and, despite the pandemic, are fully ready for school. The staff give parents regular updates on their children's development and next steps. They offer parents support and guidance with key issues or changes. Parents attend events such as 'Father's Day' and stay-and-play sessions. The manager gains parents' feedback to highlight areas for improvement.
- The manager is passionate about ensuring her staff feel supported and happy within their roles. She and the team have a clear plan for professional development and areas for improvement. Staff become inspired to pursue their career goals and seek out further qualifications or training. The manager conducts regular observations on staff practice and gives them constructive feedback. She is able to highlight areas where staff may need more training and support. Staff praised the manager for her support during the pandemic and of the open door policy.
- All children make rapid progress in their communication and language development. Staff go above and beyond in supporting the children to be confident communicators. From babies, children have access to a language-rich environment. Staff use every opportunity to demonstrate language and extend children's vocabulary. They repeat words and phrases back to children using the correct pronunciations, such as horse instead of horsey. Children love hearing stories and singing nursery rhymes. They point to characters in the books and can recall what happens next.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her team are fully aware of their responsibility to keep children safe from harm. Staff can identify the signs and symptoms of abuse, including female genital mutilation. They understand the importance of keeping clear, up-to-date records of any concerns. Staff show they are confident in reporting any concerns about children or employees to the relevant authorities. They have a good understanding of all safeguarding issues, including the 'Prevent' duty and county lines. The manager keeps staff knowledge up to date with regular quizzes. She carries out robust vetting procedures and ongoing checks to ensure staff are suitable to work with children. Staff receive a thorough induction when they start.

Setting details

Unique reference number	136090
Local authority	South Gloucestershire
Inspection number	10234179
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	1 to 4
Total number of places	33
Number of children on roll	50
Name of registered person	Acorns Nurseries Limited
Registered person unique reference number	RP520056
Telephone number	0117 928 5059
Date of previous inspection	9 September 2016

Information about this early years setting

Acorns Aviva registered in 1996. The nursery opens each weekday, from 8am to 6pm, all year round, excluding public holidays to Aviva employees only. It employs 14 members of childcare staff. Of these, six hold an early years qualification at level 4 or above. The nursery receives funding for the provision of free early education to children aged three and four years.

Information about this inspection

Inspector

Louise Phillips

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 inspector completed a learning walk with the manager and her deputy, where they discussed the provision and the curriculum.
- The inspector observed the quality of teaching, during both indoor and outdoor play, and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the manager and the deputy manager to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of written testimonials.
- Children spoke and engaged with 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.

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