

# Inspection of SOUTHERN CHILDCARE FACILITIES- trading as ACORN NURSERY

Forestdale Primary School, Woodpecker Mount, Pixton Way, Croydon, Surrey CR0  
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Inspection date: 2 December 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is good**

Children are happy and have fun in this safe, well-planned environment. They develop secure attachments with staff, who are kind, attentive and nurturing. The effective key-worker system supports children to move with ease into the nursery and into different rooms as they develop. Children are eager to explore the learning environments, both indoors and outdoors. They can select from a wide range of exciting age-appropriate resources and adult-led activities. Children play cooperatively with their friends. They share, take turns, and develop meaningful friendships. Staff have high expectations for behaviour and children behave well. They have good levels of self-esteem and confidence. Children are provided with lots of praise and encouragement to reward good work and behaviour.

Children have numerous opportunities to develop their knowledge of mathematical concepts. Young children purposefully sort and match items according to colour and shape. They gain satisfaction as they put the correct sorted items onto the slide to watch them slide down. Older children are encouraged by staff to count for a purpose. For example, while playing dentists, they use their 'magic finger' to count the number of teeth they have created with dough. Children learn about time and access sand timers to measure how long they should brush their teeth for.

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

- Staff are proactive in developing children's literacy skills. They plan for children's growing interest in letters and support them to learn that letters have sounds. Children have good opportunities to mark make to practise their early writing skills. Younger children develop a love of books and independently select books for staff to read to them.
- Key persons demonstrate a secure understanding of their children's interests, skills and abilities. They regularly observe children's development and provide activities that challenge and motivate them. Children make good progress in their learning and development.
- The manager and staff work hard to support children with special educational needs and/or disabilities (SEND). They liaise with a range of outside professionals to ensure plans and funding is swiftly put in place. This helps to enhance children's opportunities and reach their full potential.
- Children have good opportunities to obtain fresh air and exercise. They access the well-resourced garden and go on walks in the local community. On outings, they learn how to cross the road safely.
- Older children are confident and self-assured when tending to their own self-care needs. They relish mealtimes as they learn about quantity while serving their own meals and scraping off their plate when finished. Children develop key skills in readiness for their eventual move to school. They can put on and take

off their shoes and coats with ease for outdoor play.

- Staff support children's communication and language through various methods. For example, they use lots of meaningful conversations with open-ended questions, read stories and sing songs. However, children who speak English as an additional language have fewer opportunities to see and use their home language within the setting.
- The conscientious manager places high priority on the well-being of staff. As a result, staff feel valued and enjoy working at the nursery. Arrangements are in place to support staff's ongoing professional development. For instance, staff complete courses such as health and safety, and children with SEND. The manager has yet to consider the benefits of staff completing a broader range of courses to raise the quality of education to an even higher level.
- Respectful and trusting bonds are built to promote consistency in children's learning and development between the nursery and home. There is a good focus on involving parents and extended family in children's learning. During Thanksgiving recently, a child's grandparent came in to talk to the children about the celebration. Parents highly praise the professional friendly staff and learning opportunities.
- The manager is committed to improving children's achievements. She regularly consults with the owners, staff, parents, and children to devise ways to further improve the provision. Current plans include the revamping of the outdoor play area to extend children's learning in this area.

## Safeguarding

The arrangements for safeguarding are effective.

The manager works with staff to ensure they are confident in their knowledge of what to do should they have concerns about a child's welfare. For example, members of staff complete regular child protection quizzes and complete courses such as domestic violence, safeguarding and female genital mutilation. This helps to ensure that staff's knowledge is current and up to date. There are good procedures in place to help keep children safe. For example, doors are locked and fitted with security controls. This prevents unknown people entering the premises. The manager has safer recruitment procedures in place and checks the suitability of new staff and the ongoing suitability of existing staff.

## What does the setting need to do to improve?

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

- provide meaningful opportunities for children to hear and use their home language, to enhance their communication skills further
- strengthen the systems for staff's professional development to help raise the quality of education to even higher level.

## Setting details

<b>Unique reference number</b>	EY262789
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10233626
<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>	32
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Southern Childcare Facilities Limited
<b>Registered person unique reference number</b>	RP909867
<b>Telephone number</b>	0208 768 3434
<b>Date of previous inspection</b>	20 January 2017

## Information about this early years setting

Acorn Nursery registered in 2004. The nursery is run by Southern Childcare Facilities Limited and operates in the grounds of Forestdale Primary School in Selsdon. The nursery is open each weekday, from 7.30am until 6pm, 51 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery employs nine members of staff, of whom eight hold appropriate early years qualifications at level 3 or above.

## Information about this inspection

### Inspector

Trisha Edward

## 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector held discussions with the manager and staff throughout the inspection. She sampled records, such as documents relating to the suitability of those working with children, including qualifications and first aid.

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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