

# Inspection of Little Acorns Children's Club

St Francis Centre, Community Hall, 144 Fencepiece Road, Hainault, Essex IG6 2LA

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Inspection date: 9 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle easily and quickly. They form close friendships with other children, and they learn to share while playing together. Children curiously explore and play with a wide range of resources. For example, toddlers enjoy using little cups and spoons to make tea in the home corner. Older children take turns to look inside the mouth of a large dinosaur and tell each other what they can see in its belly. Children show great enthusiasm while exploring with paint. For instance, they proudly show staff the similarity of their painting to the artwork in the book. Children have access to plenty of opportunities to handle and use different resources, in order to develop their coordination and muscles in their hands. For example, toddlers use their hands to squeeze the dough; they use a rolling pin to make it flat and then use a cutter to make a pattern.

Children develop their independence, and they learn to do simple tasks on their own, such as putting on their coat and washing their hands. Staff have high expectations of children's behaviour. They set clear boundaries for them to learn right from wrong. Staff provide timers for children to manage their turn taking and lead their play.

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

- Staff observe and assess children's learning and development effectively. They use this information to plan the next stages in their learning. This helps children make good progress with their development in relation to their starting points. For example, children who speak English as an additional language learn to express their needs and interests well.
- Staff support children to develop their communication and language skills effectively. For example, during their play, they interact with them and ask questions to help develop their listening, thinking and speaking skills.
- Staff make good use of books to support children's learning and literacy skills. Children show great interests in stories; they keenly look at the images and talk about what they see in the books. In addition, there are opportunities for children to practise making marks and adding meaning to their work.
- Staff set up the indoor and outdoor play areas with resources for children to learn about nature and living things effectively. They plan activities for them to learn about the similarities and differences of people in the community.
- Staff support children to learn about emotions and encourage them to be friendly with other children. Resources to encourage physical play, such as bicycles and climbing frames, and to develop children's physical skills are provided. Staff promote good hygiene by ensuring that children wash their hands before meals.
- Staff use activities for children to learn to keep their teeth clean and learn about

healthy lifestyles. However, sometimes, less-confident children can become overwhelmed, and staff are sometimes a little unsure of exploring a range of strategies to support individual children to make healthy choices at mealtimes.

- Staff allow children to play curiously and freely with resources that interests them, in order to support their learning. For example, older children use their imagination to bake cupcakes while exploring with different items in the mud kitchen. Children display good behaviour, such as being kind and sharing their cupcakes with others.
- Children's language and communication skills are well supported. However, during large-group and adult-led activities, staff do not give all children enough time to think and respond to questions. This would help build on quieter children's confidence.
- The manager considers feedback from children, parents, staff and the local authority early years improvement officer when evaluating the provision. She addresses any actions as they arise, in order to continually maintain good working practices.
- The manager completes regular staff supervision meetings, and she provides development opportunities to keep their knowledge and skills current. Staff use what they have learned from their training and qualifications to provide good-quality teaching and care to children.

## Safeguarding

The arrangements for safeguarding are effective.

The provider follows robust recruitment processes, including checks to ensure the suitability of staff. The manager ensures that staff are deployed effectively, enabling ongoing supervision of children. She shares the safeguarding policy and procedures with staff and parents. Consequently, they are aware of the expectations around safeguarding. Staff are clear about their responsibilities to safeguard and protect children. They know the procedures to report any concerns and allegations to the setting's safeguarding officers and relevant authorities. Staff are familiar with the signs and symptoms of abuse. They know children may be exposed to extreme views. Staff complete regular risk assessments to ensure the environment and activities are safe for children.

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

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

- refine the mealtime arrangements to fully support children to understand how to make healthy choices
- support staff during group times, to allow quieter children time to consider and respond to questions, helping to develop their communication and language skills further.

## Setting details

<b>Unique reference number</b>	EY493845
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10236737
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 9
<b>Total number of places</b>	35
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Little Acorns Children's Club (UK) Ltd
<b>Registered person unique reference number</b>	RP906988
<b>Telephone number</b>	07926825667
<b>Date of previous inspection</b>	27 January 2017

## Information about this early years setting

Little Acorns Children's Club registered in 2015. It is situated in Hainault, in the London Borough of Redbridge. The setting opens on Monday to Friday, from 8am to 6pm, all year round. It is in receipt of funding for free early education sessions for children aged two, three and four years. The setting also provides out-of-school provision for children over five-years old. The provider employs seven staff, including the manager. Five staff hold early years qualifications at levels 2 and 3.

## Information about this inspection

### Inspector

Martina Mullings

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provision.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and showed the inspector around the setting.
- The inspector observed the quality of interactions between the staff and children and assessed the impact of these on children's learning.
- The managers and providers met with the inspector. They discussed the arrangements from recruitment and safeguarding practice.
- The inspector completed a joint observation with the manager.
- The inspector spoke with staff, parents and children at appropriate times.
- The inspector reviewed documents relevant to 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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