

Inspection of Little Acorns Day Nursery (Hampshire) LTD

152 Cranbury Road, Eastleigh, Hampshire SO50 5HT

Inspection date: 18 January 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are curious, keen learners who are eager to explore. They have strong bonds with their key person and excitedly come into nursery ready for their day. Children delight in their successes, such as when they succeed at climbing up and over the climbing equipment. These achievements are celebrated by staff as well. Children learn how to solve minor conflicts, such as wanting someone else's toy. Staff model how to ask for a toy and demonstrate the importance of using each other's names so they know they are being spoken to. Children copy this and beam with delight when it works and they are able to swap toys.

Children develop a love for reading and nursery rhymes through regularly listening and looking at a range of books and songs. Staff introduce props, such as a 'hungry caterpillar', to engage children further. Children learn new vocabulary as they play. For example, children talk about the 'next ingredient' as they make play dough with staff. They then excitedly add and mix the ingredients together to make their play dough. Children keenly mix colours together as they learn what happens when colours combine. They eagerly shout out the new colour that has been made, such as 'green'. Children explore different ways of making marks with the paint and excitedly share the variety of creatures they have drawn.

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

- The manager and deputy manager are passionate, enthusiastic and dedicated to the children. They look at how they can enrich children's life experiences but also think about how children can enrich their own. The manager and deputy work hard to ensure the best possible experiences are available for children. For example, they have provided more resources outdoors so children have more activities and enjoy spending more time outside.
- The curriculum builds on what children know as they progress through the nursery. However, at times, staff's understanding of the curriculum and what they want children to learn is inconsistent. For example, they describe in detail the different activities children take part in but are less consistent on the specific aims for learning.
- Children feed themselves confidently and are starting to be independent in their self-care skills. However, staff's support for children's emerging self-care skills is not always consistent. For example, at times, children are not encouraged to wipe their own noses or put on their own shoes and coats.
- Partnerships with parents are going from strength to strength. Following the COVID-19 pandemic, the manager has reintroduced events where parents can come into the nursery and take part in activities with their children. This helps to develop the partnerships between staff and parents. Parents comment that the staff's 'gentle approach is a breath of fresh air' and that they feel 'proud' to be

part of 'such a lovely provision'.

- Additional funding is used appropriately and has a notable impact on children. For example, additional funding has been used to purchase guinea pigs. This is to support children's personal, social and emotional development, which has been significantly impacted by the pandemic. The guinea pigs have provided children with something to take care of as well as supporting self-regulation and turn-taking. Staff highlight the positive impact the guinea pigs have had on the children.
- Children, including children with special educational needs and/or disabilities (SEND), make good progress in their learning and development. Staff plan specific targets to meet the learning and development needs of children with SEND. For example, the special educational needs coordinator runs language groups to support children's communication development.
- Children who speak English as an additional language are supported well. For example, staff learn basic words in a child's home language. This aids communication, both with the children and with parents.
- Staff receive regular supervision meetings to discuss their professional development and well-being. They comment on how well they are supported, especially by the manager. They describe the staff team as a 'big family'. As a result, they feel they can discuss anything they need to.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of their roles and responsibilities. They know the signs and symptoms that may indicate that a child is at risk from harm. Staff are confident in how to report concerns, including whistle-blowing concerns, to designated safeguarding leads, and they know how to follow the local safeguarding partner processes if required. Staff understand the importance of keeping children safe. For example, staff recognise the importance of allergy management. They are creating a culture of understanding allergies and intolerances with both the staff and the children. The manager has a strong understanding of safer recruitment practices to ensure the suitability of new staff. She ensures the ongoing suitability of staff through regular discussions and open communication.

What does the setting need to do to improve?

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

- refine and strengthen staff's understanding of the curriculum intent to ensure they fully understand the overall aims for children's learning
- support staff to consistently develop children's independence with their self-care tasks.

Setting details

Unique reference number	EY492956
Local authority	Hampshire
Inspection number	10270008
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	84
Number of children on roll	119
Name of registered person	Little Acorns Day Nursery Partnership
Registered person unique reference number	RP904749
Telephone number	02380653969
Date of previous inspection	31 October 2017

Information about this early years setting

Little Acorns Day Nursery (Hampshire) LTD is an established setting which re-registered in 2015 due to a change of premises. It is one of two privately owned settings of the same provider. The nursery opens each weekday, from 7.30am to 6pm, for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children. There are 21 members of staff who work with the children, of whom 20 hold early years qualifications at level 2 or above.

Information about this inspection

Inspector

Natasha Jarvis

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 deputy manager explained the curriculum intentions to the inspector during the learning walk.
- The inspector took part in discussions with the manager, deputy manager and staff during the inspection.
- The manager, deputy manager and the inspector observed and evaluated an activity together.
- The inspector observed staff and children throughout the day.
- Parents shared their views with the inspector through discussions and written feedback.
- The inspector sampled relevant documents.

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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