

# Inspection of Little Acorns Nursery

Camelford Hall, Clease Road, Camelford, Cornwall PL32 9PL

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Inspection date: 14 June 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**

Managers have created a warm and nurturing learning environment that children love to attend. Children feel happy and safe and eagerly run into the pre-school to greet their friends and the staff. They confidently put their belongings away and find an activity to play with. Managers and staff have created a curriculum that is ambitious for all children and supports them to advance across all areas of learning. Staff plan and sequence activities well and have high expectations for children. For example, younger children develop mathematics and coordination skills as they play a fishing game. With support from staff, they confidently catch fish in a net and name the colour and the number symbol of each fish. The fish have squeezey pearls inside to support the sensory needs of children with special educational needs and/or disabilities (SEND).

Staff create activities in the outdoor and indoor areas that thoroughly cover the curriculum. They ensure that children who prefer to spend time outdoors make good progress across all the areas of learning.

Children of all ages demonstrate strength and balance as they explore an outdoor obstacle course. They negotiate the space safely and have consideration for themselves and others.

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

- Managers support children to be ready for their next stage of learning and have created a purposeful curriculum. They recognise the impact that the COVID-19 pandemic has had on children's social skills and have consequently developed a strong focus on personal, social and emotional development. Staff build strong relationships with children and have an effective key-person system in place. However, interactions between staff and children often involve closed questions that do not invite children to elaborate on their ideas and become comfortable using a rich vocabulary.
- Staff enjoy coming to work and feel supported by the managers. They undertake training courses in person and online and enjoy sharing what they have learned with the rest of the team. However, managers do not consistently support staff to strengthen the planning of group activities to ensure that the older and most-able children are provided with further challenge.
- There is a good focus on developing children's language and communication skills in the curriculum. Older children enjoy having conversations with their friends as they play. Staff consistently use sign language to support all children to develop their communication. Children with SEND make good progress in their communications skills, and staff read to children often. However, some group story times are scheduled at the same time as when children who only

attend for the morning go home. As a result, some children do not hear the whole story, and the book is disrupted by staff calling the names of children whose parents have arrived to collect them.

- Staff support children to make sense of the wider world and their community. They provide a wide range of experiences to increase children's knowledge of the world around them. For example, they visit local parks, go on nature walks in the village and learn about local jobs, such as when they visit the local butcher. Staff use books and rhymes to develop the children's understanding of the culturally and ecologically diverse world.
- Staff ensure that children have regular opportunities to explore and play with a wide range of materials and express themselves creatively. They provide activities for children to develop their imagination. For example, younger children dress up in costumes and pretend to be someone else, for example a nurse or police officer. Older children enjoy wearing school uniforms from the role-play area. This also helps to prepare them for their transition to primary school.
- Relationships with parents are strong, and managers recognise the impact this has on children's learning and development. Staff go above and beyond to ensure that all families have the support they need. Parents feed back that they are happy with the care their children receive and that children love to attend the pre-school. Parents of the most able children and children with SEND comment that staff offer good, specialised support for their child and that children make good progress.

## Safeguarding

The arrangements for safeguarding are effective.

Managers follow a robust recruitment procedure to ensure that staff are suitable to work with children. Staff inductions are thorough, and new staff feel well supported in their role. Managers have put effective safeguarding arrangements in place and have strong links with local safeguarding leads in the region. Staff know how to recognise the signs of possible abuse, are knowledgeable in safeguarding procedures and confident in how to put safeguarding arrangements into practice. They guide children to be aware of potential risks. Managers have created secure entry systems and conduct regular risk assessments of the premises and equipment to ensure that children are safe.

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

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

- extend staff questioning so that children have more opportunities to share their thoughts and ideas with others
- strengthen the planning of group activities to ensure that the older and most-

able children are consistently provided with further challenge

- develop group story times so that children can listen without distractions.

## Setting details

<b>Unique reference number</b>	102788
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10291748
<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>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Little Acorns Nursery at Camelford
<b>Registered person unique reference number</b>	RP520041
<b>Telephone number</b>	01840 212114
<b>Date of previous inspection</b>	13 December 2017

## Information about this early years setting

Little Acorns Nursery opened in 1980 and re-registered in 2006. It is located in Camelford, Cornwall. The nursery is open from 9am to 3pm, Monday to Friday, during term time only. There are 10 members of staff who work directly with children. Of those, one holds a relevant early years qualifications at level 6, eight are qualified at level 3 and one is unqualified. A childcare-qualified administrator supports the day-to-day running of the setting. The nursery receives early education funding to provide free places for children aged two, three and four years.

## Information about this inspection

### Inspector

Victoria Jones

## 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 led the inspector on a learning walk and discussed how she delivers the curriculum.
- The inspector spoke with the staff and children during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the nominated individual and the manager about the leadership and management of the setting.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to and read feedback from parents 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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