

Inspection of Little Acorns New Earswick Ltd

Hartrigg Oaks, Lucombe Way, New Earswick, YORK YO32 4DS

Inspection date: 17 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 form strong bonds with the staff at this setting. They arrive ready for their day and show excitement when greeted by their familiar key person. Staff are involved in the settling process for children. This means that they are familiar with children's routines, needs and comforts. Staff use this information to ensure that children remain happy and settled throughout the day. Staff model kindness and consistently praise positive behaviour. Children respond to this by showing kindness to their peers. Children lay down for a rest and others pat their back to settle them. Pre-school children offer to take turns during games to ensure that they are fair.

Staff have high ambitions for children with special educational needs and/or disabilities. The special educational needs coordinator attends meetings with leaders and other agencies to support children's learning and development. This ensures that the children continue to make good levels of progress from when they first start.

Children access the outdoor area every day. They learn to explore different resources, such as how to kick a large ball and climb on and off ride-on toys. Children who are aged two to three years balance on scooters to move around the space. Children are beginning to risk assess how to be safe on larger resources.

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

- Children are supported to develop self-care skills. For example, children in the two- to three-year-old room are encouraged to put their coats on by themselves, with staff on hand to support if needed. Pre-school children serve their own meals using appropriately sized serving spoons. This promotes their physical development. However, the provision in the room for children aged under two years does not encourage the youngest children at the setting to develop their independence during mealtimes. For example, the chairs and tables are not suitably sized for all children to sit safely without being strapped in.
- Overall, the setting prepares children for the next stage in their education well. Staff understand the skills that children need to start school, such as being able to dress and undress themselves, take turns and listen to simple instructions. However, the manager does not consistently review curriculum goals with staff and, at times, these are not matched to some children's individual learning needs. For example, staff are aware of children's next steps but do not always tailor activities to build on their current skills.
- Babies enjoy sensory activities, such as filling and emptying buckets in the sand tray and exploring different sizes and colours of pom-poms. Occasionally, opportunities in the room for children under two years do not always reflect the

children's current skills and build on them. For example, crawling babies do not consistently have the opportunity to learn to pull themselves up and begin moving around using furniture.

- Both leaders and staff work well with other agencies that are involved in the children's development. They attend meetings with multiple agencies to set short-term goals to support children's progress. This ensures that there is continuity of learning for the children. Parents commend the setting for their support. They comment that the staff are proactive in their roles and their children are well cared for.
- Staff place a large focus on children's communication and language skills. They promote a love of stories. Children bring stories in from home to share with their peers. Staff use their interests and extend learning based on books. For example, children search for ships and create hats and telescopes after listening to a story about pirates. Staff request additional training to ensure that they can support all children's communication, which leaders organise.
- Leaders place a large focus on staff well-being. Staff are given opportunities to voice their opinions on changes made to the setting. Staff say that they feel supported. Their workload is managed well by leaders. Managers engage with the local community to develop children's understanding of the world around them. Leaders also create links with local charities. They complete fundraising activities to support them.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a robust recruitment plan in place, including a detailed induction process. This ensures that the staff working with children are suitable. Staff understand their responsibility to safeguard children. They monitor children's attendance. They have a strong understanding of where and how to report and record concerns. The designated safeguarding lead regularly quizzes staff to ensure that their knowledge is up to date. Staff can detail signs of different types of abuse, including neglect and radicalisation. Staff know where to find contact details to report a concern about a colleague. The premises are safe.

What does the setting need to do to improve?

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

- reflect on and enhance the facilities for mealtimes in the baby room to meet their needs and support their independence
- review curriculum goals regularly to ensure that teaching across the setting reflects them
- enhance staff's understanding of what babies need to learn next and ensure that they prepare the environment to support this.

Setting details

Unique reference number	EY464798
Local authority	York
Inspection number	10301285
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	49
Number of children on roll	59
Name of registered person	Little Acorns New Earswick Ltd
Registered person unique reference number	RP532754
Telephone number	01904766866
Date of previous inspection	8 January 2018

Information about this early years setting

Little Acorns New Earswick Ltd registered in 2013. The nursery employs 15 members of childcare staff, of whom 11 hold appropriate early years qualifications from level 3 to level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Abby Clarkson

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 provider and has taken that into account in their evaluation of the setting.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector carried out joint observations of activities with the manager.
- The inspector spoke with parents during the inspection and took account of their views.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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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