

Inspection of Elloughton Private Nursery with Little Acorns Limited

88 Main Street, Elloughton, Brough, East Yorkshire HU15 1HU

Inspection date: 15 August 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 thrive in this welcoming, friendly and stimulating nursery environment. As they arrive, they separate from their parents with ease and eagerly enter, ready to start their day. Staff ensure that children feel safe from the moment they start. They build warm relationships with the children, supporting them to feel happy, settled and secure.

Children benefit from a well-organised learning environment. The managers and staff plan an ambitious curriculum based on children's individual learning needs. Children are keen and enthusiastic to join in with activities and explore their surroundings. For example, during water play, children fill watering cans and water their flowers. Staff extend this and give them sponges to learn about how water is absorbed. This helps to build secure foundations for children's learning.

Children behave well, share resources and are kind to their friends. Staff have high expectations for children's behaviour and value each one of them. They are positive role models and demonstrate kindness and good manners to children. For example, staff consistently remind children to say 'please' and 'thank you'. Staff talk to children about why some behaviour is not acceptable and praise them when they behave well. This means children are clear about the boundaries and expectations.

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

- The management team has a good overview of the curriculum and a clear vision of what they want children to learn. Staff ensure that routines and regular activities at the nursery build on what children already know and can do. For example, babies develop their physical skills as they use spoons to fill containers with beans and lentils. Staff challenge children further and encourage them to use tweezers instead. This means that children make good progress in their learning.
- Overall, partnerships with parents are strong. Parents are very complimentary about the staff and their children's experiences at the nursery. They say they feel well informed through daily discussions and termly reports from staff. However, some parents do not receive specific information about how to extend their children's learning at home.
- Children have regular access to the outdoor areas which offer a wealth of resources and learning experiences. For example, children learn about planting and growing and enjoy exploring the vegetable patch. They tell visitors about the cabbages and cauliflowers they are caring for. Toddlers develop their balance as they ride tricycles. Staff help them to manage safe risks, as they negotiate the obstacles around the garden. Older children have access to a large

field where they enjoy playing sports such as football.

- Staff support children to become increasingly independent in several ways. For example, pre-school children help to set the table and use cutlery to eat at mealtimes. Children select their own resources and engage in a range of child-led activities. However, at snack and mealtimes, arrangements for handwashing for toddlers are less effective. They do not fully support all children to develop an understanding of how to take care of their own personal care needs.
- An effective key-person system is in place. Key persons are kind, caring and attentive and have a clear intention regarding what they want children to learn. They use their deep knowledge of children to plan exciting experiences that they know children will enjoy. This helps to ensure that every child's individual needs are met.
- Children's communication and language development are given high priority. Staff consistently model language and repeat back words so that children hear the correct pronunciation. Staff use every opportunity to interact purposefully with children. For example, during hospital role play, staff introduce new words, such as 'stethoscope' and 'surgeon'. This supports children to make good progress with their speech and language development.
- Children with special educational needs and/or disabilities (SEND) are supported well. The special educational needs coordinator works closely with staff to ensure that children with SEND receive targeted support at the earliest opportunity. Through early intervention and close partnership working with families and external agencies, children with SEND are included in every aspect of the setting.

Safeguarding

The arrangements for safeguarding are effective.

The nursery managers and staff have a very good knowledge of safeguarding. Staff attend regular safeguarding training and understand the possible indicators of abuse. They understand the signs and symptoms to look for that may be a cause for concern. Staff know the procedures to follow should they have any concerns about a child or if an allegation is made against a colleague. Managers ensure staff have clear policies to follow if they have concerns about their colleague's practice. The environment is safe and secure, and risk assessments are effective in minimising risks to children. Staff closely supervise children to promote their welfare.

What does the setting need to do to improve?

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

- build on the good partnerships with parents to ensure they receive more frequent and specific guidance on how to support their children's learning at

home

- ensure that good hygiene procedures are followed consistently in the toddler room at snack times to further promote children's good health.

Setting details

Unique reference number	314622
Local authority	East Riding of Yorkshire
Inspection number	10301287
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 9
Total number of places	51
Number of children on roll	138
Name of registered person	Elloughton Private Nursery with Little Acorns Limited
Registered person unique reference number	RP527628
Telephone number	01482666055
Date of previous inspection	9 January 2018

Information about this early years setting

Elloughton Private Nursery with Little Acorns Limited registered in 1988 and is located in Elloughton-cum-Brough. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am to 6pm. The nursery employs 20 members of childcare staff. Of these, 16 hold appropriate early years qualifications from level 2 to level 5, and the manager holds a level 6 qualification. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jennifer Cowton

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 managers and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to parents and took account of their views.
- 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 communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed 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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