

Inspection of Acorn at the Rowans

The Rowans Family Centre, 13a Moorfoot, Fullers Slade, Milton Keynes MK11 2BD

Inspection date: 24 November 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 | Requires improvement |

What is it like to attend this early years setting?

The provision is good

Staff create a happy atmosphere in which children and their families feel welcome. This helps children to feel safe and secure. They are quick to separate from their parents and join their friends at play. Children show confidence as they interact with staff and visitors. They are eager to share their thoughts and feelings about what they like to do at the nursery.

Staff plan activities and experiences to build on what the children already know and can do. This builds children's confidence in their abilities. For example, children explore cause and effect as they pick up leaves and throw them into the air. They watch with delight as the wind carries them as they fall again. Children talk about the seasons and the changes they see in the garden.

Staff promote children's physical skills well. Children learn to use one-handed tools as they help to serve themselves at mealtimes. Children learn about healthy, nutritious food. Staff introduce children to new fruits and vegetables. Children learn to try new foods and grow in confidence in sharing what they like and dislike. This helps children make choices and express their feelings.

Staff have high expectations for children's behaviour and conduct. They model positive attitudes and care for each other and the children. Children begin to learn to express and manage their own feelings. They begin to understand how their feelings and behaviours have an impact on others.

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

- The new manager has worked with staff to develop a clear vision of what it is they want children to learn. She has worked with parents to know and understand children's starting points. She uses this information with staff to plan learning opportunities. These encourage children to make good progress.
- Staff understand the areas of learning they teach and the way in which young children learn. They adapt their approach to meet the individual needs of the children. The manager provides effective support, particularly for newer, less experienced staff. This helps them provide a consistent approach to how they teach children.
- Staff present clear information to children. This promotes discussion about the subject they are teaching. Staff engage with the children and talk about their play and interests. Staff model language well and help children to develop a broad vocabulary. They ask relevant questions to encourage children to recall and apply their existing knowledge, to work things out and to express their own ideas. However, at times, they ask questions in quick succession and do not give children the time they need to process their thoughts and respond.

- Children learn good hygiene routines. For example, they independently wash their hands before lunch and wipe their noses. However, some routines and transitions of the day are not always planned well or supported by staff. This means that children do not always know what to expect and when.
- Children learn to take appropriate risks as they play and learn. Staff support them in developing physical and emotional health. Children learn about healthy lifestyles and the importance of being active. Children develop their spatial awareness and coordination as they explore large apparatus outside.
- An established key-person system helps children form secure attachments. Children seek to engage with staff in the rooms. They enjoy cuddling and sharing their play. Staff engage with children well. They provide the care and attention that support children's feelings of belonging. This promotes their emotional well-being.
- Children show positive attitudes towards learning through high levels of curiosity and enjoyment. They listen and respond well to adults and each other. Children show a sense of pride in their achievements. For example, they smile as they succeed in rolling and pushing large equipment through small spaces.
- The manager is highly motivated to support children and their families, as well as others in the community. The manager works with the children's centre to identify extra services available for families. For example, she provides information in the evenings to promote a healthy diet and oral health.

Safeguarding

The arrangements for safeguarding are effective.

The manager promotes a culture of safeguarding. She provides ongoing support and training. This ensures that staff know and understand their role and responsibility to safeguard children. Staff know the risk factors that might identify that a child is at risk of abuse. They understand the setting's policy for recording and reporting concerns. This ensures that children receive the help they need at the earliest opportunity. Staff know the procedures to follow should they have a concern about the conduct of a colleague. There are clear procedures in place to keep children safe in an emergency situation.

What does the setting need to do to improve?

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

- support staff to recognise when to allow children more time to process and respond to questions
- help children to understand daily routines so that they know what to expect and when.

Setting details

| | |
|--|---|
| Unique reference number | 2679429 |
| Local authority | Milton Keynes |
| Inspection number | 10269566 |
| 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 | 46 |
| Number of children on roll | 52 |
| Name of registered person | Acorn Early Years Foundation |
| Registered person unique reference number | RP901362 |
| Telephone number | 07889540737 |
| Date of previous inspection | 1 December 2022 |

Information about this early years setting

Acorn at the Rowans registered in 2022 and operates from the Rowans Family Centre in Fullers Slade. The nursery employs 15 members of childcare staff. Of these, two hold level 6 qualifications and seven hold recognised childcare qualifications at level 3 and above. 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

Lisa Robinson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023