

Inspection of Mighty Oaks Little Acorns Ltd

Tredworth Early Years Centre, Paul Street, Gloucester, Gloucestershire GL1 4NY

Inspection date: 9 May 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children arrive keen and eager to start their day. Staff cheerfully greet children and their families, helping children to be confident and to settle quickly to begin learning.

Leaders and staff have a good understanding of children's needs and past experiences. They use this to provide a curriculum based on what children need to learn next. Leaders and staff focus on helping children to develop their language and to be confident and sociable. Staff working with the youngest children help them to build strong and secure attachments so that children are happy and secure in the nursery. Staff working with the toddlers focus on supporting children's listening skills and promoting their language development. The oldest children develop independence and an eagerness to explore and learn.

Staff help older children to understand their emotions so that they can express themselves appropriately and understand how others around them may be feeling. Overall children behave well, they know the routines and they listen and follow instructions. Staff support children to share and to take turns with the resources. Children form warm relationships with the staff and good friendships with their peers.

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

- Leaders and staff work very well as a team with a shared passion for providing children with good quality experiences. Staff are very well supported in their roles, they evaluate their own skills and are keen to learn. Leaders are aware of the needs of staff and support these well, recognising that staff need to be happy and secure to enable them to carry out their roles effectively. Leaders closely observe staff practice. They have identified that some staff need more support with extending children's learning during planned activities. This is something that needs to be developed further to help all children make the best possible progress.
- Partnerships with parents are very strong, parents report that their children are happy and well cared for. They state that staff are good at sharing information and keeping them informed about their children's progress. Parents are made to feel welcome and part of the nursery. For instance, leaders work closely with parents to offer workshops to support children's development. Some parents take on the role of 'parent champion' to support other parents within the nursery with matters such as, special educational needs and or disabilities (SEND) and community issues.
- Leaders and staff place a high focus on supporting older children to develop good communication and language skills. Staff act as good role models as they

model language and encourage children to talk about what interests them. Leaders create focussed times to support children who speak English as an additional language to develop their confidence and their vocabulary further.

- Children of all ages benefit from lots of fresh air and exercise. Leaders have developed the outdoor space to recognise that children need opportunities to run and be physical. Older children enjoy playing ball games and chasing the staff around the garden. Younger children chase bubbles and make cakes in the mud kitchen. Staff talk to children about wearing their hats to keep themselves safe from the sun, and they remind children that they need to drink more when it is hot.
- Children enjoy listening to stories and exploring books. They access books independently and staff sit with children to share stories and talk about the characters involved. Staff plan activities linked to traditional tales from around the world to spark children's curiosity and to engage them in learning about culture. Children confidently talk about what happens in the story as they act it out in their play.
- Leaders and staff swiftly identify gaps in children's learning and the special educational needs coordinator (SENCo) works closely with parents and other professionals to provide children with support. The SENCo refers children to other professionals and puts strategies in place for children to help them to make better progress. Staff are aware of children's needs and support their emotional well-being. However, they are not consistent at using the strategies in place to help the youngest children to with SEND to communicate their needs.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- provide some staff with the support needed, to help them to recognise how to extend children's learning even further
- support staff working with the youngest children, to implement the strategies in place more consistently to help children to communicate their needs.

Setting details

Unique reference number	EY556784
Local authority	Gloucestershire
Inspection number	10335184
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	52
Number of children on roll	70
Name of registered person	Mighty Oaks Little Acorns Ltd
Registered person unique reference number	RP556783
Telephone number	01452 311793
Date of previous inspection	6 June 2018

Information about this early years setting

Mighty Oaks Little Acorns Ltd registered in 2018. It operates in the Tredworth area of Gloucestershire. The setting is open from 8am to 3.30pm, Monday to Friday, during term time only. There are 14 members of staff employed to work with children. The owner has qualification at level 7, one member of staff has a level 6, one has a level 5, five members of staff have level 3 qualifications and two have level 2. The setting is in receipt of funding for the provision of free early education to children aged two, three and four years.

Information about this inspection

Inspector

Victoria Nicolson

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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff, parents and children at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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