

# Inspection of Little Acres Childcare Centre Limited

Nine Acres, South View, Newport, Isle of Wight PO30 1QP

---

Inspection date: 14 May 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy and are welcomed by the caring and friendly staff. Leaders and staff take the time to get to know children and families, which creates a smooth settling-in period. Children show that they feel safe and emotionally secure. For example, they confidently move around the environment and enjoy cuddles with staff when needed. Children thrive with the care they receive from the professional, kind and dedicated staff.

Staff promote children's communication and language remarkably well. They use singing, action rhymes and stories as part of everyday practice. Staff read familiar books to the children pausing to allow them to recall the story such as, 'The Hungry Caterpillar'. This links to children's interests, as the children excitedly retell the story when finding insects in the garden. Furthermore, they use magnifying glasses to look at the detail of the insect and use factual books to learn more about what they have found.

Staff are excellent role models, and support children's positive behaviour exceptionally well. They explain the rules and behavioural expectations clearly. For example, they remind children about using their 'walking feet' indoors and children remind their friends. Staff implement initiatives that equip children with the tools to help them understand different emotions they are experiencing. For example, children look in mirrors at their faces, they talk about expressions and feelings as they paint a self-portrait. This contributes towards building children's emotional resilience.

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

- Leaders work closely with their staff team to identify curriculum priorities such as, providing children with opportunities to develop their physical skills. They seek information from parents about their children's needs, interests and development. Staff use this information alongside their own observations. This informs how staff plan and implement engaging experiences across all educational programmes. However, leaders recognise that some staff require further support to strengthen their teaching skills and understanding of what it is they want children to learn. Despite this, children benefit from a broad and balanced curriculum offer that helps prepare them for their next stages of learning.
- Staff have very high expectations for children's behaviour. They support children to discuss, and problem solve together. For example, children decide how they will use an area outside, considering how they can all play together and achieve what they want. These discussions teach children to make choices and the importance of listening and valuing others. Children have exceptional levels of

care and respect for their friends and the setting's pets. For example, they race to help each other when they see their friends are struggling. Furthermore, children support each other to be gentle when looking after the giant African snail. Children beam with happiness at their friends' kindness.

- The special educational needs coordinator (SENCo) works closely with staff, parents and outside professionals. The SENCo has good oversight of all children that have gaps in their development. She ensures referrals and targeted plans are implemented, so children receive early intervention. This has a positive impact on helping children reach their potential.
- Leaders and staff take children on visits focused on their interests. For example, the children enjoyed visiting 'Butterfly World' to enhance their learning about insects. Furthermore, children have been learning about healthy eating and have enjoyed visiting the local fruit and vegetable shop. Staff then extend the children's learning through activities in the setting. For example, children have planted fruits and vegetables and are learning how to help them grow. This helps children gain enriching experiences to help them learn about the local community and the wider world.
- Staff seek information from parents about languages spoken at home and their cultural heritage. They plan experiences to support children to learn about customs and traditions celebrated by different families. This contributes towards valuing what makes children unique.
- Staff promote children's independence in a variety of ways throughout the day. For example, at snack time, staff encourage children to select their own snack and pour their drink. Children learn about hygiene such as, washing their hands before meals and after they wipe their nose. This supports children to learn about keeping themselves healthy.
- Partnerships with parents are extremely positive. Staff provide parents with support and advice, which parents value. Staff work in partnership with parents to help the children make the best possible progress. Parents state the quality of care staff provide, contributes towards the good progress their children make.

## **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:**

- strengthen teaching further to ensure that all staff understand the curriculum intent.

## Setting details

<b>Unique reference number</b>	2654097
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	10335623
<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 10
<b>Total number of places</b>	45
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Little Acres Childcare Centre Limited
<b>Registered person unique reference number</b>	2654098
<b>Telephone number</b>	01983532358
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Acres Childcare Centre was registered in 2021. It is located in Newport, Isle of Wight. The setting is open 7.45am to 6pm Monday to Friday, for 50 weeks a year. They employ 19 members of staff, 11 of whom have a relevant level 3 qualification or above. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Nicole Atkinson

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo 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 carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024