

Inspection of Little Acorns

Summerhill Primary School, Poverty Lane, LIVERPOOL L31 3DT

Inspection date: 5 November 2024

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 are happy at this fun and friendly nursery. They arrive smiling and are welcomed warmly by the staff who know each child well. The boundless enthusiasm of the staff motivates children to learn. Staff talk to children in a way that fills them with confidence and extends their learning even further. Children's behaviour is good, and this contributes to a purposeful learning environment where everyone can join in. Children form close attachments to staff, which helps children to feel secure and valued.

The curriculum is ambitious for every child. Children are encouraged to follow their own interests, and staff support children to learn by discovering things for themselves. Children look at natural materials under magnifying glasses and talk about what they see. Staff monitor children's progress and deliver a challenging curriculum, which supports children to make progress in all areas of their learning.

Staff have a good understanding of how to keep children safe. They also encourage children to keep themselves healthy. Staff use what happens each day to create teaching moments, which helps to put children's learning into context. For example, children learn how the mushrooms that grow in the garden may make them ill. They also learn about road safety as they venture on frequent trips in the local area.

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

- A broad and interesting curriculum is delivered effectively. All staff have a good understanding of what they want children to learn and tailor activities to meet the needs of their key children. All children are supported to learn at their own pace. This helps them to make good progress.
- Staff have high-quality interactions with children. They support children to think for themselves by asking open-ended questions and engaging children in discussions. For example, staff ask children what they think might happen as they add paint to the jelly in a messy play activity. As a result, children are motivated to think and communicate their ideas with enthusiasm.
- Staff provide activities that help children to make meaningful links in their learning. For example, as children learn about autumn, they find out about field mice in the garden and learn about the life cycle of acorns. Consequently, children remember what they learn and are ready to build upon their knowledge even further.
- Staff create a positive learning environment that supports the delivery of the curriculum. Children practise mark making as they write tickets for the bus in the role-play area. Outdoors, children practise their listening skills as they follow directions and move around the garden in different ways. Children also learn

new vocabulary as they listen to engaging stories and rhymes. Children benefit from these meaningful learning experiences.

- Staff provide lots of opportunities to promote children's independence. Children are supported to meet ambitious goals at mealtimes as they serve themselves, carry their own trays and pour their own drinks. Children explain what they have chosen and clear the table after eating. They feel proud of their achievements and grow in confidence.
- Staff help children to understand the communities and cultures they come from. For example, children visit local farms and learn about people that help them with a visit from the local police. However, staff do not provide opportunities for children to actively learn about cultures and communities that are different from their own. This does not teach children to understand and appreciate diversity.
- Staff establish effective partnerships with children's families. They share assessments of children's learning and provide parents with ideas to extend their children's learning at home. Parents, grandparents and siblings join the nursery on trips and there is a sense of community. Staff understand the challenges families face and support them to gain the best outcomes for children.
- Leaders provide effective support for their staff. There is a shared culture of constant improvement and maintaining high standards. Leaders value staff's individual strengths and provide opportunities for staff to attend regular training in their area of expertise. As a result, staff feel valued and carry out their work with enthusiasm and pride. This is evident in the good standard of practice delivered to children.

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:

- support children to learn about cultures and communities other than their own.

Setting details

Unique reference number	310440
Local authority	Sefton
Inspection number	10359716
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	2 to 11
Total number of places	48
Number of children on roll	85
Name of registered person	Maryvale Nursery Ltd
Registered person unique reference number	RP904932
Telephone number	0151 284 0796
Date of previous inspection	17 December 2018

Information about this early years setting

Little Acorns registered in 2000. The nursery employs six members of childcare staff, including the manager. Of these, five hold appropriate early years qualifications at level 3 and one holds a level 2 qualification. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm, with wraparound care provided from 3.25pm to 6pm and a holiday club. The nursery provides government funded childcare places for two children aged between two and four years.

Information about this inspection

Inspector
Natalie Myatt

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector to share what they have learned in the nursery.
- The inspector talked to staff at appropriate times during the inspection 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.
- The manager and the inspector carried out a joint observation during story time.
- The inspector spoke to several parents during the inspection and took account of their views.

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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