

Acorn Grove Nursery

Inspection report for early years provision

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Inspector Susan Margaret Lyon

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Acorn Grove Nursery was registered in 2005 and is managed by the Pre-School Learning Alliance. It operates from a Sure Start children's centre in Manchester. Children are cared for within two playrooms located on the ground floor. There is a secure area available for outdoor play. A maximum of 50 children aged from birth to eight years may attend the setting at any one time, of whom no more than 50 may be in the early years age group. The setting is open five days a week from 8am to 6pm for 51 weeks of the year. Children attend from the local community and surrounding areas. There are currently 71 children on roll, all of whom are in the early years age group. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting employs 14 members of staff including the manager, the majority of whom are qualified. It receives support from the local authority early years advisory team and the children's centre teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are happy, settled and enjoy themselves. The staff have a good understanding of the Early Years Foundation Stage framework and create a welcoming and inclusive environment for all. Children engage well in a broad range of interesting activities and their safety and welfare is generally promoted. Elements of the observation and assessment arrangements help children make progress in their learning and development. The setting demonstrates strong capacity to continually improve the service provided.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure information from observations is always used to identify and plan the next steps in individual children's learning in order to help them progress towards the early learning goals
- ensure the security of children by implementing a system to verify the identity of visitors.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is generally promoted through detailed written risk assessments of the premises and outings. Appropriate safety measures are in place to create a safe environment for children, such as safety gates, socket covers and radiator guards. An emergency escape plan is in place and practised with

children, contributing to their safety while on the premises. Although a visitors book is in place, the identity of visitors is not always checked, compromising children's security. Space and resources are organised well to allow all children to move around freely and safely, and staff are deployed to respond to children's needs promptly. All written policies and procedures are in place to ensure the efficient management of the setting. For example, a lost child policy is in place and the majority of staff are qualified in first aid. Children are protected through all staff being vetted and having a good understanding of child protection procedures.

All staff are involved in evaluating practices at team meetings to bring about numerous improvements through identifying areas of strength and weakness. For example, children now access snacks when they choose so that play is not interrupted, self-registration has been introduced so children learn to recognise their own name and the indoor play space has been increased through the reorganisation of the playroom. The manager leads the staff team by valuing their contributions and inviting their input using a suggestion box in the staff room. She motivates staff and maintains enthusiasm through recognising individual strengths and giving responsibilities in order to drive improvement. Feedback is sought from parents by giving out questionnaires and parents are encouraged to make suggestions at parent forum meetings. Thorough steps have been taken to complete recommendations from the last inspection. For example, fresh drinking water is now freely available to children at all times and domestic style furniture has been obtained for the baby room, improving the care and well-being of children attending the setting. Furthermore, staff are well supported in attending ongoing training to increase their knowledge and skills, such as Early Years Foundation Stage framework, diversity and management courses.

A partnership with parents policy is in place and clearly states 'the parents are children's first and most enduring educators'. Parents' comments are highly valued regarding their child's learning and development. They are invited to add their own photographs and record home observations in the learning journeys. Children benefit greatly from staff working closely with parents. For example, parents are consulted and an agreement is reached when a child moves to another room. Parents are welcomed into the setting and are at ease talking to staff. They spend time in the setting reading stories to children in their home language. Daily written and verbal communication keeps parents informed of how their child is doing. Parents who are new to the setting receive a wealth of information, such as a comprehensive range of policies, sample menus and information regarding activities. Relevant information regarding the uniqueness of each child is obtained from parents, such as the child's preferred name, first language, religion, culture, likes and comforters. Children's individual needs are discussed with parents and recorded on registration forms, including health and dietary needs.

The setting is accessible and inclusive to all through appropriate adaptations. For example, children communicate well using sign language, rhyming boards help children with English as an additional language at singing time, and pictures and illustrations help children with impaired hearing to indicate and understand daily tasks and routines. Staff help all children to achieve and progress through the delivery of individual education plans, where goals and targets are clearly identified. There is a strong focus on supporting children's language and

communication skills. For example, staff learn and use key words in Arabic to value children's cultural backgrounds and to help them settle into the setting. Diversity is valued through a range of activities recognising festivals from different cultures, such as making candles for Divali and eating noodles at Chinese New Year. Effective multi-agency links provide access to specialist knowledge, skills and resources in order to help each child reach their full potential. Children benefit greatly from the setting establishing strong links with local children's centres using a buddying scheme to exchange visits, swap ideas and share best practice.

The quality and standards of the early years provision and outcomes for children

The staff help children to learn by frequently talking to them and asking them questions. The staff have a good understanding of the Early Years Foundation Stage framework and provide a rich learning environment covering all areas of learning. Children engage well in a broad range of interesting and stimulating activities, both inside and outside, such as watering the plants, painting a chair and modelling with brown glittery play dough. A colourful, welcoming and inviting environment is created for children using posters, pictures, mobiles and an abundance of play resources. The staff find out what children can do on entry to the setting and ensure each child develops through detailed observation and assessment arrangements. However, the information from observations is not always used to identify and plan the next steps in individual children's learning, hindering their progress towards the early learning goals. Babies make sounds with their voices by shouting and babbling. They make single and two word utterances, such as 'snack' and 'and me'. Older children frequently use simple statements and speak with confidence. Children know that print carries meaning as words, letters and labels are displayed. Children respond well to simple instructions, such as 'hang your coat up please'.

Children competently use the computer as they operate the start button, press the keyboard and click the mouse to complete simple programmes. Children love to be outdoors. They show interest in the world and learn about sustainability as they plant strawberries, carrots and beans to eat. Children seek to do things for themselves as they ably feed themselves using a spoon. Children understand the numbers one and two. They use number language as one child says 'it is too big'. Children enjoy emptying and filling containers with sand and water. They run out excitedly to play and move in a range of ways, such as running, climbing, crawling and balancing. Babies freely explore the environment and develop their senses through investigating a good range of objects and materials, such as fir cones, shaky bottles, mirrors and sponges. Children use their imaginations well in role play as they make dinner in the play kitchen and wash the dolls. Children benefit at times from adult-led activities, such as singing, stories and craft activities. Appropriate and frequent discussions help children learn to keep themselves safe. Children show they feel safe as they move around freely and safely. All children are kept safe through close supervision. An effective key worker system contributes to children's care and well-being through observation and assessment, liaising with parents and ensuring children's needs are met.

Older children benefit from fresh air and exercise whenever they choose and children know to access their own waterproof clothing and footwear as required. An exclusion policy is in place for children who are sick and the use of paper towels and thorough nappy changing routines help prevent the spread of infection. Appropriate action is taken if children become ill and children understand the importance of hand washing after visiting the bathroom. They make healthy choices at snack times and water is freely available keeping their bodies healthy and hydrated. Staff treat children with kindness and consideration, and as a result, children are eager to play and join in activities. They enter the setting confidently and enjoy positive relationships with each other and staff. A good range of play resources help children become aware of the wider world and value diversity, such as ethnic dolls, welcome posters in different languages and books showing disability, cultures and religions. Children feel a great sense of belonging as they register themselves into the setting by collecting their name card and their photographs are displayed around the rooms. Children are actively involved in making choices as they are asked what they would like to eat and drink. Children are valued as they are gradually admitted into the setting through visits with parents to help them settle in at their own pace. Children's behaviour is managed positively through clear boundaries and explanations contributing to their confidence and self-esteem.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met