

Acorn Grove Nursery

Pre School Learning Alliance, Shirley Road, Woodville Resource Centre, MANCHESTER, M8 0NE

Inspection date	06/02/2014
Previous inspection date	28/10/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children benefit from a well-resourced and accessible learning environment, which satisfactorily promotes their independent learning. Consequently, children explore their surroundings and use their imagination both in and outdoors.
- Children throughout the nursery are happy, settled and benefit from a secure attachment with their key person. This helps children feel emotionally secure and develop a sense of belonging.
- Partnership working with other professionals makes a strong contribution to keeping children safe and to ensuring that children get the support they need.

It is not yet good because

- The quality of teaching and staff knowledge of observation, planning and assessment is not consistently good. This means some children are not fully supported in making better than satisfactory progress.
- Some parents, especially those who speak English as an additional language are not fully engaged in the progress check at age two and in extending children's learning at the nursery and at home. This does not ensure the most collaborative approach to helping children make the best possible progress.
- Monitoring is not yet robust enough to fully identify areas for development that will improve learning outcomes for all children, or to ensure rigorous risk assessment.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in each of the children's playrooms and the outdoor area.
- The inspector held meetings with the manager and spoke to staff in the nursery at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working in the nursery, the nursery's development and improvement plan and a range of other documentation.
- The inspector conducted a joint observation with the manager.
- The inspector also took account of the views of a small number of parents and carers spoken to on the day.

Inspector

Vickie Halliwell

Full report

Information about the setting

Acorn Grove Nursery was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and is managed by the Pre-School Learning Alliance. It operates from self-contained premises attached to Woodville Sure Start Children's Centre in Manchester. The nursery serves the local area and is accessible to all children. It operates from two ground floor playrooms and the centre creche room. There are two enclosed areas available for outdoor play.

The nursery employs 14 members of childcare staff who work directly with the children, all of whom hold early years qualifications at level 3 and two are working towards foundation degrees. The manager holds an early years qualification at level 6. The nursery opens Monday to Friday, 8am until 6pm, for 51 weeks of the year. The nursery also cares for school age children after school and during the school holidays. Children attend for a variety of sessions. There are currently 67 children on roll, all of whom are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and a high number children who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- increase staffs' knowledge and understanding of the ways in which children learn to raise the quality of teaching to consistently good or better, to help children make the best possible progress in their learning and development given their starting points
- improve partnerships with parents to ensure that the progress check at age two is organised to contribute to the Healthy Child Programme health and development review, and discuss with parents how the summary of development can be used to promote learning at home
- improve systems to monitor the effectiveness of risk assessments to ensure robust arrangements are rigorously implemented in order to ensure children's continued safety.

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

- develop monitoring of the assessment, planning and subsequent delivery of the educational programme for mathematics and technology and identify targets for improvement that will raise children's achievements over time, and review the physical environment and increase play and learning resources that positively reflect the children's cultural and linguistic identity and experiences
- ensure that parents and carers who speak languages other than English are more able to share their views, have the opportunity to inform staff about their child's learning needs and achievements and to find out about the aims and values of the setting.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

Staff generally understand how to promote children's learning and development, however individual staff knowledge and practice is variable. This means not all children are fully supported in making better than satisfactory progress. Some staff provide good support, this means they intervene appropriately to extend children's learning or sustain their interest in self-chosen activities. However, the quality of teaching is not consistently good. As a result, a small number of staff sometimes fail to fully engage children in meaningful play or ensure children who are making good progress are challenged by the activities and experiences provided. In contrast, skilled staff effectively support children as they learn,

practise and refine new skills. For example, staff help children develop their hand-eye co-ordination as they balance containers and fill them with bubbles. They then ignite children's imagination and as a result, children use the containers and bubbles to make 'ice-creams'. Children are excited and motivated by staffs' enthusiasm; they giggle happily as they learn how to squeeze the sponge to make more bubbles and imitate the actions of the staff to blow bubbles off their hands. As children become fully absorbed in their play staff raise their sensory awareness and extend their vocabulary by encouraging children to think and talk about the texture of the sponge and bubbles.

Children benefit from a good range of play materials and activities that are continuously available to them and support their independent learning in all areas. Consequently, many children move purposefully and demonstrate the characteristics of effective learning. For example, they independently explore the learning environment and access activities that interest them. However, play and learning resources that positively reflect the cultural and linguistic identity and experiences of children who attend the setting, for example, books, labels and role-play equipment are very limited. This has an impact on children's ability to make connections with their previous experiences and home life and use these experiences as a foundation for their future learning, particularly in communication, language and literacy. Mathematical concepts are routinely introduced by some staff who encourage children to count, use mathematical language and make size comparison as they play. As a result, some three-year-old children become excited and spontaneously show staff the 'big, big bubbles'. However, the educational programme for mathematics is not well planned. In addition, resources and planned activities to ignite children's interest in technology are limited. This has an impact on the progress children make in these areas. Systems to observe and assess children's capabilities are established and indicate children are generally working within the typical range of development expected for their age, given their starting points. This means children are making steady progress in acquiring the skills, attitudes and dispositions they need to be ready for school. However, variations in staff knowledge and understanding impacts on the quality of observations and how effectively key staff plan for children's future learning.

Parents' involvement in children's learning and development is variable. Opportunities for parents who speak languages other than English to fully inform staff of their child's capabilities at admission and to contribute to plans for their ongoing learning are limited. Consequently, parents are not routinely encouraged to share ideas of how to move their child forward in their learning. This means parents are not fully involved in supporting their child's learning and development. Staff routinely share written records of children's observations and their progress summary, including the progress check at age two. This includes information for parents about how they can further support their child's learning at home, and encourages parents to comment on their child's progress. However, this sometimes lacks meaning for parents who speak and read languages other than English. Staff do not currently discuss with parents when is the most useful time to provide a summary or encourage them to share it with the child's health visitor at their progress check. All parents are warmly welcomed and are encouraged to observe the range of activities available and what their child is doing.

The contribution of the early years provision to the well-being of children

Children are happy and settled in the nursery. A welcoming and consistent staff team who provide loving and affectionate care, helps children feel emotionally secure. This promotes children's emotional well-being and provides a firm foundation for their future learning and development as staff promote children's self-esteem and confidence. Transitions within the nursery are well managed and babies are well supported by their key person as they move into the larger room. The gradual admission process is well implemented and provides a valuable opportunity for children to spend time with their key person, consequently children form secure attachments. Staff in the baby room recognise when children are tired and ensure they rest or sleep in accordance with their individual needs. Details of any allergies, dietary or health needs are recorded on admission forms and are well known by staff.

Children are becoming increasingly aware of the importance of socially acceptable behaviour. Staff are positive role models who encourage children to develop a positive and caring attitude towards others. Consequently, children are learning to take turns and share as they play. Children's safety is promoted through close supervision, however risk assessments sometimes lack rigor. As a result, staff do not always take immediate action to minimise hazards. For example, plastic bags and aprons are within children's reach. Children are becoming increasingly aware of how they can keep themselves safe because staff provide simple explanations. Staff also raise children's awareness of road safety through role play. For example, while playing outside on tricycles and scooters children are learning they need to wait for the 'lollipop lady' to help them cross the 'road'.

Children's physical development throughout the nursery is effectively promoted. Staff are aware of the benefits of outdoor play and provide children over two years with continuous access to outdoor play, weather permitting. Children explore freely and are well supervised as they access physically challenging climbing apparatus. Babies enjoy daily opportunities to play outdoors in their designated play space adjacent to the baby room. Indoors, staff generally provide good support, especially as older babies practise and refine their early walking skills. Babies smile happily as staff clap and praise their achievements as they learn to walk independently. Children enjoy a wide range of healthy meals and snacks, which encourages them to make healthy choices. Fresh drinking water is continually available and children throughout the nursery are encouraged to recognise their own needs. As a result, children over the age of two years help themselves to their own water when they are thirsty.

The effectiveness of the leadership and management of the early years provision

Arrangements for safeguarding children are satisfactory. Through discussion, the manager demonstrates a sound understanding of the safeguarding and welfare requirements and her responsibility to ensure they are met. However, following a recent investigation by Ofsted the provider received a notice to improve to ensure that information is recorded about all staff qualifications and the identity checks and vetting processes that have been completed. The provider has responded appropriately and records to confirm the suitability of staff employed to work with young children are satisfactorily maintained.

Staff are clear about their role and responsibility to protect children from possible harm if they are worried a child is being abused. Regular updates during staff meetings ensure staff are well informed about the possible indicators of abuse and remain alert to any child protection issues. The designated safeguarding officer works very closely with the Local Safeguarding Children Board to help protect children from possible harm, and is able to implement appropriate procedures in the event of an allegation being made against a member of staff. Staff are appropriately deployed to ensure adult-to-child ratios are maintained and staff ensure children are closely supervised. This helps promote children's safety within the nursery. However, systems to monitor the effectiveness of risk assessments and the ongoing checks conducted by staff are not robust. As a result, the daily checks completed by staff are not rigorous enough.

Systems to evaluate the effectiveness of the provision are established and provide a general overview of the nursery's strengths and weaknesses. In recent months the manager has reviewed the systems used to observe and plan for children's learning. Systems to track each child's progress have recently been established and have helped identify areas for improvement in the educational programme. However, systems to monitor the delivery of the educational programme for mathematics and technology and for communication, language and literacy for children who are learning English as an additional language are not yet rigorous enough. Staff appraisals and team meetings provide opportunities for staff to reflect on their own practice and identify general areas for professional development. Children's progress particularly in the prime areas of learning is closely monitored. The manager holds regular supervision meetings with each key person to review every child's progress; this means that children falling below the expected level of achievement are quickly identified. However, systems to monitor the quality of teaching and tackle under performance are not robust enough. Consequently, the practice of individual staff is varied and this means some children are not supported in making the best possible progress given their starting points.

Staff are fully aware of and work closely with relevant professionals. This means children benefit from early intervention and receive additional support to promote their health, well-being and to help children make progress in their learning and development. Parents are warmly welcomed into the nursery. However partnership working with parents is variable and is at times limited, particularly with parents who speak languages other than English. This means not all parents are fully involved in assessing and supporting their child's learning and development. Parents spoken with during the inspection stated they feel welcome and are happy with the quality of care their child receives. Parents commented specifically on children's increased confidence and the progress children make with their speech and self-help skills.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY280214
Local authority	Manchester
Inspection number	951141
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	65
Number of children on roll	67
Name of provider	Pre-School Learning Alliance
Date of previous inspection	28/10/2013
Telephone number	0161 740 5687

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

