

Acorn Grove Nursery

Pre School Learning alliance Shirley Road, Woodville Resource Centre, MANCHESTER, M8 ONE

Inspection date	08/05/2014
Previous inspection date	06/02/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	Requires Improvement
How well the early years provision meets the needs of the range of children who attend		2
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

- The key person system ensures that children receive relevant support and consistency of care. Practitioners are loving and attentive to children's individual needs. As a result, children feel safe, secure and are happy.
- Children enjoy a stimulating, well-resourced environment, which promotes learning and offers challenge.
- Practitioners work closely with parents and other professionals involved providing sensitive support for children identified with special educational needs and/or disabilities. This maintains consistency of care and enables them to make progress, given their starting points.
- All practitioners attend safeguarding training, which is regularly reviewed to ensure their knowledge and understanding of the relevant procedures to follow.

It is not yet good because

- Revised systems for monitoring the procedures for the administration of medication have not been fully evaluated to ensure that they are robust and adhered to by practitioners at all times.
- Pre-school children are not fully involved in the planning of some focused activities to enable them to express and reflect on their interests and develop their own ideas.
- There is scope to extend opportunities to support babies' exploration and investigative skills through sensory, tactile play.

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 children during adult-led and child-initiated activities presented in the two playrooms, sensory room and outdoor play area.
- The inspector looked at children's assessment records and planning documentation and discussed these with practitioners.
- The inspector carried out a joint observation of a teaching and learning activity with the manager in the sensory room.
- The inspector met with the manager and checked evidence of suitability and qualifications of practitioners working with the children, registers, accident records, medicine procedures, deployment of practitioners and safeguarding procedures, and discussed the self-evaluation and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Marina Anna Howarth

Full report

Information about the setting

Acorn Grove Nursery was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by the Pre-School Learning Alliance. It operates from self-contained premises attached to Woodville Sure Start Children's Centre in the Cheetham Hill area of Manchester. The nursery serves the immediate locality and is accessible to all children. It operates from two ground floor playrooms and the centre creche and sensory room. There are two enclosed areas available for outdoor play. The nursery opens Monday to Friday, from 8am until 6pm, for 51 weeks of the year, with the exception of bank holidays and one week closure at Christmas. It offers wrap-around care to school-age children after school and during the school holidays. Children attend for a variety of sessions. There are currently 70 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 children who speak English as an additional language. The nursery employs 13 childcare practitioners who work directly with the children all of whom hold early years qualifications at level 3 with the exception of one who has a level 2. Two practitioners are working towards foundation degrees. The manager holds an early years qualification at level 6 and Early Years Teacher Status. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- ensure that the procedures for the administration of medication are clearly understood by all practitioners and adhered to all times and that the monitoring of procedures are robust and regularly reviewed.

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

- develop how the good practice can be further improved by involving children more in the planning of focussed, adult-led activities, so that their interests can be reflected on and enhanced
- enhance the already good provision within the baby room by increasing opportunities for babies to explore and investigate with their senses through messy, tactile play.

Inspection judgements

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

Children are warmly welcomed by friendly, caring practitioners into a stimulating environment both indoors and outdoors. As a result, children are happy and motivated to learn. For example, older children express themselves using their imagination as they create aeroplanes using building bricks. They eagerly demonstrate how their planes take off and 'zoom through the sky very fast'. They work together cooperatively by assisting each other to extend their models and offer support when their models fall apart. They discuss possible solutions, such as 'let's build it smaller, then it won't break', and delight when the outcomes are successful. Practitioners understand each child in their care and demonstrate a good understanding of how children learn and develop. Detailed information gathered from parents during the settling period, provides an informative base line for practitioners to identify what children can do and define initial targets linked to the Early Years Foundation Stage. Parents are encouraged to share their observations of what their children do at home and are provided with daily opportunities to contribute information. This enables practitioners to build on children's home based interests. Children borrow resources from the nursery to promote their learning at home. For example, they take home the nursery bear, sharing their home experiences. These are recorded by parents in a diary and shared during children's group time sessions in the nursery. The effective observations and assessments on children ensure that their needs are clearly identified and this information is used to inform future planning. Consequently, this helps practitioners to support them in making good progress in their learning and development, as their unique needs are recognised and planned for. However, opportunities to involve children in the planning of adult-led focused activities are not fully maximised, reducing opportunities for them to develop their own ideas and interests during this time. Children's progress is effectively tracked through a continuous assessment of their achievements. Home links and good information sharing with parents are included in this process. Any identified gaps in children's learning are targeted to ensure these are narrowing and that children are making good progress towards the early learning goals, considering their starting points. Practitioners work closely with parents to inform the progress check at age two and are establishing close working relationships with health visitors. As a result, information shared is used constructively to support children's progress.

The effective organisation of the indoor and outdoor environment and the well-planned activities means that children are able to make choices and influence their own play. Through daily story time sessions, they use their improving speaking skills, as they develop an understanding of the rhythms of spoken English. Children are confident in expressing their wishes, including those who have English as an additional language. All practitioners consistently use signing as they speak as an additional means of communication. This further supports children with communication difficulties to express their needs and preferences. Babies develop their language and communication skills through repetition of familiar words and explore a variety of textured objects presented in baskets on the floor, promoting their curiosity. Practitioners effectively support children with special educational needs and/or disabilities as they use information obtained from

professionals who are involved in supporting children, to inform individual development plans. These are used to effectively plan activities that reflect their individual interests, needs and learning styles. Clear targets are planned and discussed with parents. As a result, children who require additional support are progressing well in their development, given their starting points. Mathematics is fully supported because numbers as labels are well used to build and enhance children's interests in matching numbers, numerals and objects. Practitioners encourage children to learn about volume and capacity as they play in the water, pouring and filling containers. Children enthusiastically demonstrate their knowledge of the language of shapes as they correctly identify circles, squares and rectangles.

Teaching techniques are strong across the nursery resulting in children being securely supported to acquire the skills and capacity to learn, develop, and make good progress. They develop their independence and self-care skills through opportunities to choose their own resources and cooperate with care giving experiences. Babies explore the environment using their bodies in a variety of ways as they spend time in the stimulating sensory room. They excitedly point to the different coloured lights and squeal with delight at the different sounds created when they touch the wall. They crawl up soft ramps, jump onto soft mats as they are supported by practitioners. Although, babies are provided with opportunities to engage in sensory play, such as playing with sand, water and soap flakes, there is scope to maximise opportunities to support babies' exploration and investigative skills through sensory, tactile play. Practitioners skilfully question children and support them in their learning as they ask them to describe what they are doing. They respond to children's interests and requests. For example, as children play outside they excitedly chant that they want to get wet. Practitioners instigate games that involve children creeping up to the bushes and they squeal with delight as they gently shake the bushes causing the raindrops to cascade over their faces. Children excitedly exclaim that their face feels wet and that the water 'tickles'. Older children go out into the local community with a digital camera to take photos of shop signs, symbols and road signs. They discover how to operate the camera, using the lens to focus. When they return to nursery, they learn how to process the photos by using the printer and laminating the pictures developing their understanding of how technology works. Sensitive support is provided by practitioners to ensure that pre-school school children are prepared for their progression onto school. For example, they are provided with opportunities to meet their new teachers, who are encouraged to visit the nursery to observe children in their familiar environment. In addition, practitioners engage children in discussions and role-play activities, enabling children to feel more confident in their move.

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

Overall, working practice and procedures help to support and protect children. However, during a recent isolated event where medication was administered to the wrong child, an internal investigation concluded that nursery procedures were not effectively followed. As a result, procedures have been reviewed and appropriate action is being taken to prevent a reoccurrence. The premises are secure and practitioners are vigilant in ensuring that visitors are closely monitored. For example, visitors' identification is checked prior to entry, a visitors' book is used and practitioners do not open the door to anyone unknown to

them without first checking their identity. Children are unable to leave the premises unsupervised and clear procedures are implemented for their safe collection. Children demonstrate a good understanding of how to keep themselves safe as practitioners provide opportunities to manage risk in a safe but controlled environment. Children are actively encouraged to develop their independence as they use a variety of tools and equipment safely, such as scissors, knives when preparing food and a range of gardening tools. They are effectively supported in trying new experiences and are encouraged to take risks as practitioners allow them the freedom to do so, particularly when involved in activities in the outdoor play area. They are encouraged to make sensible and informed decisions about how to deal with unfamiliar and unpredictable situations, such as exploring or climbing apparatus and building shelters and dens. Their awareness of safety is further enhanced through visits into the community where they learn about different risks such as developing their awareness of road safety. Children of all ages skilfully develop a wide range of self-care skills as they are encouraged to use the bathroom independently. Young infants are encouraged and gently supported to feed themselves during mealtimes and older children, set the tables, confidently counting plates and cups in sequence, identifying colours and shapes. They skilfully serve their meals and help to tidy away afterwards. All children are provided with daily opportunities to engage in physical exercise and explore the outdoor environment and different weather conditions. They enthusiastically jump in puddles and engage in a variety of activities such as using equipment to balance and climb. They study the changes in nature and explore insects and wildlife and learn about food chains, as they are involved in growing fruit and vegetables.

Children happily separate from their parents and settle well as they engage in their chosen activities. An established key person system and the warm interaction between practitioners and children ensure that positive and trusting relationships are formed. Children approach practitioners for reassurance and cuddles, which provides them with a secure and safe environment for them to develop their confidence and self-esteem. All children show a strong sense of belonging in the nursery as they explore their environment freely. Through consistent routines, children understand what is expected of them and this is especially apparent in the baby room. Effective settling-in procedures and close liaison with parents ensure that every child's care is tailored to meet their individual needs. Practitioners work closely with parents from the point of entry. For example, information is obtained about each child's family background, preferences, dietary requirements, home routines and any special health requirements. These are continually reviewed and discussed to reflect the change in the child's overall development, especially across the prime areas of learning. Therefore, consistency of care is maintained developing their confidence and future skills for learning.

Children's behaviour is positive due to the clear boundaries and guidance provided by practitioners. Adults intervene if there are any disagreements. They talk to children about their behaviour and help children to learn right from wrong. This practice is reinforced through praise and encouragement during their play. Practitioners encourage children to play cooperatively from an early age, encouraging children to understand the benefits of playing harmoniously. They sensitively identify children in need of support and work closely with parents and external agencies to manage children's behaviour. The welcoming, child-centred nursery is attractively decorated with children's artwork,

photographs and wall displays. This, together with friendly and reassuring practitioners, reinforces that children are valued, which in turn enhances their emotional well-being. Effective relationships with parents and other agencies means good quality information is shared to sensitively support children with special educational needs and/or disabilities. Transitions are sensitively planned and supported when children move into a new room and in preparation for a move to another setting or school. Younger children and older children are provided with regular opportunities throughout the day to play together. As a result, all children are familiar and confident with their surroundings and learn to form close relationships with their peers. Practitioners are sensitive to include all children and treat them with equal concern. Children learn to appreciate different cultures and religions through participating in the celebration of a variety of festivals. They access a variety of toys and resources that reflect diversity and the physical environment positively reflects children's cultural and linguistic identity and experiences.

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

The manager displays a sound understanding of the requirements of the statutory framework of the Early Years Foundation Stage. This inspection was prioritised following a notification by the manager of an isolated incident at the nursery, where medication was administered to the wrong child. Following an in-depth investigation by the provider and manager, appropriate action was taken in accordance with the nursery's disciplinary policies and procedures. Medication procedures were reviewed and practitioners demonstrate a clearer understanding of the revised procedures. Additional systems have been introduced to monitor the process of administering medication to ensure the correct procedures are followed. However, due to the time scale, these have not been fully evaluated to ensure that they are effective and adhered to by practitioners at all times. All practitioners display a secure knowledge and understanding of how to protect children in their care. Regular up to date child protection training and frequent discussions with the manager ensures they are fully aware of the signs and symptoms of abuse and of the action, they must take to protect children. Practitioners are confident with procedures to follow should a concern arise involving another colleague or professional and know who to contact as they have access to the necessary information and telephone details. Overall, policies and procedures are well documented and are understood by practitioners and parents, ensuring consistency and the safety and well-being of children. For example, five practitioners hold valid paediatric first aid certificates, ensuring that there is a person on duty at all times to administer the appropriate first aid when required. Accident records are maintained and monitored, ensuring that appropriate interventions are sought where needed and parents are kept informed of any injuries sustained by their child. Robust recruitment and induction procedures are followed to ensure all practitioners are safe and suitably qualified to enable them to support children in making progress in their learning and development. Daily registers record the hours of attendance for children and practitioners, ensuring that practitioners are well deployed and that ratios are maintained at all times. Students are never left unsupervised with children. Staff absences are covered by the manager and agency workers, ensuring appropriate supervision of children is maintained. Risk assessments of the environment are conducted on a daily basis to ensure that the areas and equipment are safe for children.

The manager demonstrates a good understanding of the responsibility in meeting the learning and development requirements of the Early Years Foundation Stage. Planned actions have been implemented to overcome any areas of weaknesses. For example, since the last inspection all practitioners have attended a variety of training to develop their knowledge and skills. For example, the quality of teaching has improved enabling children to make the best possible progress in their learning and development given their starting points. In addition, practitioners have extensively enhanced their knowledge in the delivery of the educational programmes in mathematics and technology, further promoting children's learning experiences. Information, communication and technology resources have been extended through the addition of digital cameras, tablet computers and torches. As a result, children are developing their skills and understanding of how to operate equipment and discover how things work. The manager has also been supporting practitioners to ensure that assessment and tracking are consistently used and reviewed. This enables practitioners to monitor children's progress so that appropriate interventions are sought and gaps in their learning closing. The manager has established clear action plans to further support practitioners to reflect more on children's interests and learning styles. Although practitioners reflect on children's interests to inform planning, this is not always evident in some focused activities. Consequently, there are missed opportunities to enable children to express and reflect on their interests and develop their own ideas during this time. Regular team meetings, supervision and appraisals contribute to a practitioner management process. The manager values individual strengths and skills of her team and any identified weaknesses are supported via professional development, through training and ongoing support. As a result, all practitioners feel valued and are motivated and committed to extending their knowledge and skills to provide better outcomes for children.

A commitment to partnership working with parents and external agencies is evident and well established and contributes to meeting children's needs. Practitioners work closely with a range of professionals including health visitors, physiotherapists and the hearing impairment team, who visit the nursery on a regular basis. As a result, children with special educational needs and/or disabilities are well supported and make good progress in their development given their starting points. Close liaison with local schools and sensitive support provided by practitioners ensures that children are prepared for their move onto school. Teachers are invited to the nursery to meet children in an environment that is familiar to them and discuss their progress with the child's key person. Practitioners have a strong relationship with parents. Daily verbal communication is supported along with regular meetings to ensure that parents are kept fully informed about their child's progress. Parents are actively encouraged to share their child's home experiences through discussions and comments in their children's learning journals and by taking home the nursery bear and completing a diary of bear's experiences in their home. Some practitioners are bilingual and translation services are used to ensure that parents and carers who speak languages other than English are more able to share their views. There is a clear complaints procedure process to enable parents to express their concerns and the manager and provider are committed to dealing with any complaints through internal and external investigation procedures. In addition, Ofsted contact details are clearly displayed. Parents spoken to on the day of the inspection, speak highly of the loving attention practitioners bestow on their children. They state they are kept fully informed of

the nursery policies and procedures and they are delighted with the progress their children are making.

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	967758
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	65
Number of children on roll	70
Name of provider	Pre-School Learning Alliance
Date of previous inspection	06/02/2014
Telephone number	0161 740 5687

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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.

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