

Little Acorns

Little Acorns, 84 Firgrove Crescent, Yate, Bristol, Avon, BS37 7AG

Inspection date	03/11/2014
Previous inspection date	20/05/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff plan activities and learning experiences for children that reflect their current interests and achievements at home so they make good progress.
- Staff are positive role models for children. The use of consistent behaviour management strategies mean children behave exceptionally well.
- Staff are allocated to specific children who they know well, plan for and manage their care needs, helping them to build relationships and feel happy in the nursery.
- The leadership team promotes staff development through regular training and supervision, which improves the teaching and outcomes for children.

It is not yet outstanding because

- Some staff miss opportunities to use effective questioning techniques to promote children's thinking skills and help widen their vocabulary.

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.

Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector looked at documentation including a sample of children's records, planning and records to check staff suitability.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and of the provider's self-evaluation.
- The inspector held meetings with some of the leaders and managers of the nursery.
- The inspector completed a joint observation with the manager of the nursery.

Inspector

Dominique Bird

Full report

Information about the setting

Little Acorns Day Nursery registered in 2006 and is one of seven nurseries owned by a private partnership. It operates from a converted shop.. Children in the toddler age range have access to a playroom, sleep room and changing facilities on the ground floor. Children aged three to five years have use of a main playroom, a smaller quiet room and toilets on the ground floor. Babies have use of a room on the first floor. The premises also include an office and a kitchen. Children have access to an enclosed rear garden. The nursery is open each weekday from 7.30am until 6pm excluding Bank Holidays and a week between Christmas and New Year. The nursery is registered on the Early Years Register. There are currently 51 children on roll. Staff support children who are learning English as an additional language. Children attend from surrounding areas. The nursery receives funding for the provision of free early education to children aged three and four. The nursery employs 11 members of staff who work directly with the children. The majority hold relevant childcare qualifications at level 3 and above and one holds Early Years Professional Status.

What the setting needs to do to improve further

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

- make greater use of opportunities during children's play and activities to increase their thinking skills and promote further their language development by, for example, using skilful questioning techniques and giving children time to respond.

Inspection judgements

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

Children settle quickly at the nursery and are keen to explore the interesting and stimulating play activities both indoors and outdoors. Staff work with the parents when children first start to find out about each child's interests and stages of development. Staff know children well and have a good understanding of how they learn and how to promote their learning and development. Staff carry out ongoing observations and use this information to plan activities so that they are of interest and relevant to the children. This is helping children move on to the next stage in their development. Staff use successful assessment systems to identify children's strengths and areas to develop This information enables staff to organise specific learning activities to best support children's learning and development. Parents receive regular information about their child's progress and are encouraged to share their thoughts of their children from home using 'wow stickers'. Staff invite parents to meetings so that they can discuss their child's learning journal and the progress that they are making. Overall, partnerships with parents are well established. Staff get to know children's wider family members and work hard to offer useful advice to

parents. For example, they offer some support with toilet training for parents to use at home.

Staff follow children's lead in play and pay attention to their ideas and interests. The quality of teaching is good and as a result, children are making good progress in all areas of their learning and development. Children take part in a wide range of activities. Babies have great fun joining in a sensory play activity. They giggle in excitement and explore a variety of musical, wooden and metal objects using all of their senses. Staff are particularly skilled in using sign language to support children's communication and language. For example, staff and children use signs for everyday things during daily routines; they sing, 'Hello' songs and the staff member signs key phrases, such as 'It is nice to see you here'. This triggers children to join in and helps them follow the routine of the day. Staff introduce interesting things to the children, which captures their interest, such as fireworks. For example, children enjoy watching videos of fireworks on the computer. Staff use this as an opportunity to teach children new vocabulary as they model descriptive words for children to use independently, for example, 'Crackle' and, 'Flash'. Staff use additional strategies to support those children who are learning English as an additional language or have special educational needs and/or disabilities. For example, staff use pictures and picture timelines to help children follow the routine and make independent choices. Children are confident communicators as they chat to their friends and join in with group conversations. However, some staff used too many questions that required single word responses, which did not stretch children's thinking. In addition, some staff did not give children enough time to think and respond. This means that children do not receive consistently high quality teaching needed to make rapid progress in their communication and language development.

Staff organise activities to help support children's social skills, such as circle time where each child is greeted, 'Good morning', in a variety of different languages. This promotes children's sense of belonging and awareness of other languages that people speak from around the world. Staff use these circle times to revisit previous learning with the children. They give children time to look outside at the weather and provide prompts to help children remember things. For example, staff ask children if they remember, 'What colour the sky is at night'. Consequently, children are acquiring the skills they need in preparation for the next stage in their learning.

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

The system for assigning a special member of staff to children is well established and used effectively to ensure children are happy and settled. For example, skilful key persons carry out settling-in visits and effectively engage with parents. As a result, parents share key information about their child for staff to use in early planning of care routines. Staff follow children's routines from home so that they have a continuity of care and review this regularly with parents to ensure it is kept up to date. This supports children exceptionally well as they confidently attend the settling-in visits at the nursery and form strong attachments with their special key person. Staff use picture books to help children feel confident in the new rooms as they move up through the nursery and involve parents in

this process. This careful planning helps to ease the move for those children who have complex learning needs and those who find change difficult. There are strong links with the local primary schools to enable a seamless move for the children when they start school. Nursery staff share information with the school staff and invite the class teachers to visit the nursery.

Children's behaviour is good. Staff are very respectful of children's play, giving them a five minute warning before they tidy away. Staff praise children effectively for their good behaviour. Staff manage children's behaviour calmly and consistently. For example, pre-school children follow a set of promises. Children move up through the colours of the rainbow when they are seen keeping the promises. Staff share their attention respectfully between children teaching children to work together. As a result, children's play is productive. Occasionally, some staff do not wait for children to respond during conversations, which does not support fully children's self-esteem. Nevertheless, children have fun as they enjoy playing with their friends and with staff. For example, staff and children looked at worms in the garden, laughing together as they talked about them being, 'Wiggly' and, 'Tickly'. Children said, 'I think worms like to go to the beach in the sand', and another child said, 'You could take it in your bag'; they giggled together as they enjoyed making up silly stories.

The learning environments are inclusive and well organised to encourage children to make decisions for themselves. Displays are vibrant and celebrate children's achievements well. Children have access to a good range of quality toys and resources, which challenge their development successfully. Children have numerous opportunities to be outside and active in a well-equipped outdoor environment. This includes a growing and investigating area, a musical area and a grassy area for physical play. Staff teach children about keeping dry and warm, such as wearing coats and putting up their hoods as they play outside in the rain.

Meal times are a sociable occasion as staff and children sit together. Children are confident to do things for themselves, such as serving their own rice and curry. There are robust procedures in place to support children's individual self-care needs through routines. For example, children wash their hands and faces before and after meals, and make healthy food choices at snack time. Staff give children time to do things for themselves and praise them for being independent learners. This builds children's self-confidence and encourages them to persevere at things, helping prepare them for their move into school.

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

The leadership and management team has a good understanding of their role and responsibility to meet the requirements for the Early Years Foundation Stage. They take positive steps to safeguard children and have a good overview and knowledge of the educational programmes. Therefore, management can monitor that all areas are covered in planning and assessment and identify any gaps in learning. The managers and room

leaders rigorously implement appropriate safeguarding procedures and work closely with other agencies when necessary to promote children's welfare. Risk assessments are in place; these include the daily monitoring of the indoor and outdoor environment. This ensures that the premises and equipment are safe and suitable. The managers ensure fire drills take place and that staff and children are fully aware of the fire evacuation procedure. The use of rigorous recruitment and induction procedures, mean that children receive care from staff that undergo appropriate checks and who are aware of the nursery's policies and procedures.

The nursery has made substantial progress since its last inspection and staff promote children's welfare to meet their needs well. All staff contribute to the monitoring process and plans for the future are well targeted. There is a strong commitment and capacity to maintain continuous improvement to raise standards further, based on effective self-evaluation procedures. Staff use clear action plans and regularly network with local authority advisors to identify areas for development. The recently re-structured leadership team has a clear vision for the future. For example, they have enhanced staff confidence enabling them to skilfully develop the toddler's learning environment and the outdoor area. The team has a good understanding of what they need to do to promote outcomes for children further. For example, they have plans to introduce staff-on-staff observations to identify staff's skills and promote consistency in staff delivery of the Early Years Foundation Stage.

The managers use ongoing supervisions and appraisals to identify staff's strengths and weaknesses and inform future training plans. This supports staff's continued professional development and motivates staff. This creates an environment that benefits the children and brings all teaching to a consistently good standard. They regularly review policies and procedures and meet with the staff team to discuss this.

Parents confirm that they are very pleased with the nursery and of how well their children have developed since recent improvements. They comment that they are, 'Close to staff and we get on really well'. Parents say, 'We are glad we stayed to benefit from the improvements to the nursery'. Overall, parents feel staff are helpful and supportive and keep them well informed about the latest news through newsletters, daily conversations and meetings. Information is on display for parents within the nursery. Staff encourage parents to give them feedback and there are established systems in place for this. For example, parents complete questionnaires and suggestion slips during their time at the nursery and this information informs future development plans.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY336168
Local authority	South Gloucestershire
Inspection number	980898
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	51
Name of provider	Mrs Woodman And Mrs Evans Partnership
Date of previous inspection	20/05/2014
Telephone number	01454 850 122

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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.

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