

Acorn Grove Nursery

Woodville Children's Centre, Shirley Road, Cheetham Hill, Manchester, M8 0NE



Inspection date	15 January 2018
Previous inspection date	4 August 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The new manager and experienced leadership team are passionate about providing children and families with the best possible early years provision. They reflect well on their practice and have worked hard to raise standards. There has been a significant improvement since the last inspection.
- The key-person system is highly effective. Transitions are very well planned for. Caring staff take time to get to know all children and families. Children settle well in the homely environment. They display strong emotional well-being, confidence and are very happy.
- Children are keen and curious learners. They enjoy interesting activities and experiences. Overall, all children make good progress from their starting points.
- Staff work well with external agencies. Together they provide excellent support for children who have special educational needs/and or disabilities. Staff work closely with the children's centre. They encourage parents to access the many services on offer.
- Bilingual staff talk to children, who speak English as an additional language, in their home language and English. All children, including those in receipt of additional funding develop good speaking skills and they communicate well.

It is not yet outstanding because:

- Occasionally, staff fail to adapt teaching and fully challenge and extend children's learning to help them to achieve the very best progress possible.
- The system for staff support and mentoring is not yet fully embedded to help staff to achieve outstanding, rather than good teaching.
- There is scope to communicate with and engage parents even more fully in their children's learning.

What the setting needs to do to improve further

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

- focus more closely on supporting the individual skills and capabilities of all children to help them to make the very best progress possible
- embed the newly introduced systems for staff support that help them to strengthen their already good teaching skills
- strengthen communication with parents and fully promote their involvement in children's learning.

Inspection activities

- The inspector toured all areas of the nursery. She observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector held a meeting with the children's service manager, nursery manager and deputy manager and carried out an evaluation of teaching with the deputy manager.
- The inspector spoke to the head of the children's centre and the nursery's special educational needs coordinator, staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as policies and procedures, risk assessments, children's records, reviewed the nursery's self-evaluation and checked evidence of the suitability of staff.
- The inspector took account of the views of parents.

Inspector

Layla Davies

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Leaders ensure that all staff are trained in child protection procedures and know what to do should they have concerns about children's welfare. Robust policies and procedures are embedded and understood by all staff. Children are well protected. For example, daily risk assessments are completed. This helps staff to identify and minimise any potential hazards and allows children to play and explore safely. The new manager provides good support and regular training for staff. Overall, this helps them to enhance their knowledge and skills. For example, they have recently completed training designed to support children's communication and language skills. This has helped staff to continue to meet children's needs.

Quality of teaching, learning and assessment is good

Well-qualified staff understand how young children learn through play. They use their skills and knowledge generally well, to plan experiences that ignite children's enthusiasm and thirst for learning. Children develop mathematical awareness, staff encourage this by introducing mathematical language. Staff use words, such as 'more', 'big' and 'small' as children make dough. Younger children repeat the words and count scoops of flour and bottles of food colouring. Older children use mathematical terms as they talk about adding more water from the heavy jug. Children have many opportunities to explore using their senses. For example, they delight in feeling the texture of glittery jelly, manipulate dough and experiment using paint. Furthermore, they visit the sensory room in the children's centre and experience a stimulating range of lights and sounds.

Personal development, behaviour and welfare are good

Staff help to support children's physical health and well-being. Children have daily opportunities to explore outdoors in the fresh air. They capably put on wellies to go outside and they are physically active in all weathers. Staff reinforce positive hygiene routines. They teach children the benefits of making healthy food choices. For example, during the weekly outing to the local shop, staff and children buy nutritious snacks. Staff are positive role models who reinforce the nursery's golden rules. Children's efforts are praised and behaviour is very good. Even children who are non-verbal understand the behavioural expectations and what will happen next. For example, staff use pictures and visual clues to inform children of any changes in routine.

Outcomes for children are good

All children demonstrate a strong sense of belonging and self-esteem. They arrive happy and quickly find their name cards on a self-registration board. Younger children interact positively with their older peers. Children are confident and lead their own play. For example, resources are all accessible and they make independent choices. Children develop good literacy skills. For example, staff encourage children to form letters and they practise writing their name. Furthermore, children choose books from the library to read at home. This helps them to be well prepared for future learning in school.

Setting details

Unique reference number	EY280214
Local authority	Manchester
Inspection number	1111410
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	65
Number of children on roll	15
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Date of previous inspection	4 August 2017
Telephone number	0161 740 5687

Acorn Grove Nursery registered in 2005 and is operated by the Pre-School Learning Alliance. The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and level 3, including the manager who holds a qualification at level 5. The nursery opens from Monday to Friday, all year round. Sessions are from 8.30am until 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

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