

Little Acorns Day Nursery

Inspection report for early years provision

Unique reference number	509195
Inspection date	21/11/2011
Inspector	Mary Kelly
Setting address	10 Thornhill Road, Off Albany Road, Derby, Derbyshire, DE22 3LX
Telephone number	01332 346088
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Type of setting	Childcare - Non-Domestic

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Little Acorns Day Nursery is one of three nurseries run by Associated Nurseries Limited. It opened in 1998 and operates from a large converted Victorian house in Derby. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday all year round. It is open every weekday from 7.30am until 6.30pm. Children are able to attend for a variety of sessions. A maximum of 36 children may attend the setting at any one time. There are currently 54 children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged between five-and eight-years old. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The group supports children with special educational needs and or disabilities and children who speak English as an additional language.

The setting employs 13 members of childcare staff. Of these, three members of staff hold appropriate early years qualifications at level 2 and six staff members at level 3, two staff members at level 4 and currently doing a foundation degree. One member of staff holds a foundation degree, one member of staff holds a BA Honours in Early Childhood Studies, two members of staff hold the Early Years Professional Status and one member of staff has a Qualified Teacher Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are enthusiastic, highly motivated learners who make exceptional progress in the Early Years Foundation Stage (EYFS). All children and families are welcomed into this well established setting, where excellent provision is made for children's cultures and uniqueness. Collaborative working with other professionals and other settings that children attend is a major strength of this setting. Excellent team work and focussed leadership is extremely successful in inspiring staff. Future plans and capacity for sustained improvement is outstanding.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue developing the videos for sharing good practice within the setting.

The effectiveness of leadership and management of the early years provision

Children are robustly safeguarded as staff are confident in recognising the signs of abuse, reporting child protection concerns or allegations. Safeguarding systems are regularly updated to reflect new initiatives. Rigorous recruitment and vetting procedures are in place including detailed application packs, provision for checking Criminal Records Bureau checks and a thorough induction process. Children's safety is given high priority and staff are extremely vigilant. Effective hygiene control measures and detailed risk assessments minimise potential hazards to children. Inclusion underpins all aspects in the setting, as staff have an exceptional knowledge of each child's background and needs. Staff are confident in ensuring that early intervention is sought for children who may need additional support. They are able to identify and support high achieving children, consolidate and extend their learning.

Organisation of equipment and resources is excellent, as the nursery uses some Reggio philosophies. Children benefit from using a variety of areas to ensure all areas of learning are covered. This and the use of choice cards enable children to direct their own play. Staff understand the differences of how girls and boys play and activities are organised accordingly. Children are encouraged to use recyclable and sustainable resources. The setting ensures that wonderful displays of the children's work and things they say are exhibited in the setting, promoting self-esteem. Staff ensure children experience many fun, learning opportunities in this welcoming environment. Involvement from parents and carers is highly valued by all staff and exceptional, working relationships are developed. Excellent, detailed policies, procedures and information is provided and a photo screen is available so parents can see what the children do.

Partnerships in the local community are outstanding as the setting welcomes input from professionals, including police and fire brigade visits reinforcing safety. Excellent links with other settings children attend, ensure that continuity of care and education is in place. Exceptional team work and inspiring leadership is evident. Staff are committed in continuing their professional journeys, and are reflective practitioners. They use a high quality framework to evaluate their practice, and all service users opinions are sought, for example children are supported to complete a questionnaire. Staff are developing the use of videos in sharing and promoting exceptional practice and have identified this is an area for development.

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

Children make excellent progress as staff have a wealth of experience and a superb understanding of how children learn and develop. They embrace the EYFS framework and consequently their innovative and inspirational teaching motivates children. Children enjoy a wide variety of challenge in all activities, have high levels of independence, imagination and concentration. Planning and assessment

systems are very detailed and constantly reviewed. The use of 'child development plan' strips, ensure that children's progress is clear. Children's achievements are clearly recorded in learning journeys and all staff are very aware of learning styles and schemas for children. Information about children's progress is shared extremely well, daily and formally at parents evenings. Parents speak extremely highly of the setting, impressed by the 'very detailed information' exchanged and how the setting offers 'more opportunities than we could at home'. Excellent attention is given to ensuring children value differences and share their cultures and individuality. Children have many opportunities to make a positive contribution in the setting by establishing meaningful relationships and accessing resources that reflect diversity.

Children's behaviour is excellent; they are very confident and sociable with each other and adults. Children's independence is promoted and they are encouraged to feed themselves and pour their own drinks. Problem solving and number activities are excellent as children construct with magnetic blocks and talk about them being detached and semi-detached houses and confidently make 3D sculptures which they display. Children count whilst playing and some older children talk about odd and even numbers and can count to 10 and more. All children have opportunities to develop mark making and access a wide range of resources. Some older children are able to write their names and recognisable words, spelling them by sounding out the letters. Children have a love for books and stories as they can share books with their peers and staff. Each room has a cosy area or a snuggle basket. As babies identify black and white easily, this is the colour scheme for them. All children have opportunities to be creative as they experiment with paint, babies enjoy exploring the textures of paint and older children used string to make patterns. Overall, children have excellent opportunities to develop skills for the future.

Excellent attention is given to promoting children's welfare as detailed systems which cover all aspects of children's care are available including accident and medication recording. Children who are ill in the setting are dealt with calmly and staff work as a team ensuring that the child's needs are met. Most staff hold a valid first aid qualification and renewal dates are monitored. All records held in the setting are detailed and contact details are regularly reviewed to ensure that parents can be easily contacted. Children have extremely good opportunities to gain an understanding of healthy lifestyles, for example they can either ask or indicate using the cup icon that they wish to have a drink and healthy snacks and meals are provided. The cook ensures children have their 'five a day'. Children are encouraged to wash their hands before meals and snacks, and know that it is hygienic. Which they know means 'keeps it clean'. Mealtimes are a sociable time and staff sit with the children and enjoy lively conversations. Children are beginning to take responsibility for their safety because they practise regular monthly fire drills, are careful on the stairs and know not to run in the setting. Children have excellent opportunities for fresh air and exercise as they play outside in all weathers, ensuring that the children are wearing appropriate clothing. They have access to a wide range of equipment including hoops, skittles and skipping ropes.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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