

Inspection of Little Acorns Nursery

Unit 1, Acorn Business Park, Airedale Business Centre, Skipton BD23 2UE

Inspection date: 3 April 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff provide a safe and homely environment for children to explore. Children separate from their parents with ease and quickly settle into their play. They have strong and trusting relationships with staff, who get to know them well. Staff are nurturing and engage in sensitive, caring interactions with children. This helps children to feel happy and promotes their emotional well-being. Staff teach children about the importance of sharing and turn taking. They model positive behaviour and remind children about good manners. Children behave well and understand what is expected of them at nursery.

Staff plan opportunities for children to get to know the local community. For example, they use public transport to take children to visit the theatre. Staff take children to the local parks and on walks. As a result, children's knowledge and understanding of their local community is strong.

Staff place a priority on books at the nursery, which helps children to experience the joy of reading from a very young age. For example, babies explore tactile books and snuggle with staff as they share stories together. Staff place related books close by each activity at the nursery. Children are often seen looking at books independently. Staff enjoy reading stories with children. They use their voices and changes in tone to bring the story to life.

What does the early years setting do well and what does it need to do better?

- Staff find out what children know and can do. They identify gaps in children's learning. Staff use additional funding effectively to promote children's individual needs and interests. Where children need expert support, staff work with external agencies to seek out help. All children, including those with special educational needs and/or disabilities, reach their developmental milestones.
- Staff talk and sing to children a lot. They engage in back-and-forth conversations and teach children descriptive words, such as 'crunchy' and 'squashy'. Older children confidently express their views and opinions. However, staff in the baby room do not always consider the impact of unnecessary dummy use on children's communication and language development. They encourage children to talk and sing with dummies in their mouths, which hinders their speaking skills.
- Children make choices about where they would like to play. They are relaxed and content. Babies demonstrate persistence and good hand-eye coordination, such as when feeding themselves with cutlery. Toddlers use tools and their hands to manipulate dough into various shapes. Older children skilfully use pedals outside to ride bicycles. They have good pen control and demonstrate strength in their finger muscles as they draw pictures and learn to write their names. The

curriculum for physical development is well embedded.

- Children develop a secure understanding of numbers, counting and size through some planned learning opportunities. For example, they count and measure ingredients as they make biscuits. Staff play alongside children and introduce mathematical language, such as 'heavy' and 'light', as they fill and empty containers in the sand. This helps to develop children's early mathematical skills.
- Managers have an effective oversight of quality in the nursery. They demonstrate an accurate insight into areas for future development, which focus on continuing to support the quality of education to further improve children's learning and development. For example, managers intend to extend the outdoor environment to provide greater opportunities for children who prefer to play outdoors.
- Managers demonstrate a great commitment to supporting and developing the staff team. They prioritise staff's well-being and professional development. Staff have a clear and extensive programme of support for all staff that begins during a well-planned induction. Managers invest in the team through individual observations, supervision sessions and staff briefings to support all staff to grow and learn. Staff comment on the support they are offered and especially comment on the support available to them for their well-being.
- Partnerships with parents are a real strength of the setting. Parents are involved and informed about their children's learning. Staff provide ideas and suggestions to parents about how they can support their children's learning at home. Parents speak very highly about the nurturing staff and how well they accommodate children's individual needs.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff in the baby room to develop a greater understanding of how to promote children's speaking skills, with particular regard to the use of dummies.

Setting details

Unique reference number	2706000
Local authority	North Yorkshire
Inspection number	10336130
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	38
Number of children on roll	71
Name of registered person	Craven Children's Holiday Club Limited
Registered person unique reference number	RP531191
Telephone number	07944961997
Date of previous inspection	Not applicable

Information about this early years setting

Little Acorns Nursery registered in 2022 and is located in Skipton. The nursery employs 11 members of childcare staff. Of these, eight staff hold appropriate qualifications at levels 3 or above, including one member of staff who holds qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Dent

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- Managers took the inspector on a learning walk around the nursery to share what staff provide and how this helps children in their learning and development.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke with managers, staff, parents and children at appropriate times throughout the inspection.
- The inspector carried out joint observations with the managers.
- The inspector held a meeting with the management team. She looked at relevant documentation and evidence of the suitability of staff.

We carried out this inspection 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.

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