

**Ealing Early Years Childcare and Play  
Children's Centres and PVI settings  
Annual Report 2009/2010**



**Setting** Little Acorns Day Nursery  
**Head of Centre/Manager** Teresa Stear  
**Chair of Governors or Committee** N/A  
**Current EYFS support category** 1  
**EYC** Sue Benson

**Date of visit** 3.06.2010.

**1a. Context of the provision since the last EYC report including areas the provision wishes to celebrate**

- Home book bags introduced for over 3s.
- Parents contribute to assessment of their children's achievement by supplying items such as photographs and children's pictures for individual profiles.

**1b. Recruitment and retention issues**

- Staff turnover is considered to be about average but management are aware of the need to ensure that all new staff have up to date knowledge of EYFS.

**2. Review of progress on priorities arising from Autumn/Spring/Summer term visits**

Priority	Progress
<ul style="list-style-type: none"> <li>• Ofsted contact details to be displayed within the setting (March 2009)</li> <li>• Provide suitable equipment to stimulate and challenge babies to be more physically mobile, including that which supports and encourages them to pull themselves up to a standing position and walk (Ofsted June 2009)</li> <li>• Improve hygiene standards at meal times in relation to hand washing to prevent the risk of cross infection (Ofsted June 2009)</li> <li>• Build on multi-cultural resources (July 2009)</li> <li>• Continue to reflect on planning format (July 2009)</li> </ul>	<ul style="list-style-type: none"> <li>• Followed through plus available in parent newsletters.</li> <li>• Indoor resources have been purchased. Children were seen being mobile during the visit and further opportunities are being provided in imminent developments to the outdoor area.</li> <li>• The setting has provided flannels for individual use, which are washed after each use.</li> <li>• Multi-cultural books are included within home book bags as well as in the nursery. Children's home cultures are also used in the setting, e.g. a polish theme display in one of the classrooms.</li> <li>• Planning sheets have been developed with opportunities for adult and child initiated learning. There are also evaluations of learning and planned next steps.</li> </ul>

### 3. Staff training and development (SEF 5i)

- Staff are undertaking a range of qualifications from NVQ L2 to QTS. Some interest in Early Years Professional Status has been expressed.
- An annual appraisal system is in place.

#### 4. Evaluative commentary on the impact of any LA support and partnership work (SEF 5h)

- Support for language development through whole staff training, to be followed through with training sessions in each classroom, is considered to have good potential in further developing the effectiveness of adult/child interaction.
- **Letters and Sounds resources and training highlighted in the July 2009 visit report are still to be forwarded by EYC – SB to action.**
- The Play and Learning social skills (PALs) programme is used effectively with the older children.
- SENCO support from Ealing has been useful with one child with behavioural difficulties.
- Learning through Landscapes (LTL) funding has good potential to have a significant impact on the development of the outdoor learning environment.

### OUTCOMES

#### 5. Safety and well being (SEF 4c,d, 5k)

- Children's levels of independence, engagement and enjoyment observed during the Annual Review visit showed their security in their environment. Children's sense of belonging and trust reported by Ofsted were also evident during the visit.
- Children used resources safely and took care when using the stairs to the outdoor environment.
- Children were comfortable with adults and were confident to talk with visitors.
- Management are aware of the need to protect children from the sun, e.g. using hats and sun cream from home in the outdoor area as the shade planned as part of the LTL initiative has not yet been provided.

How effectively are children safeguarded and their needs met?	Current SEF Judgement	EYC agrees	EYC disagrees
The extent to which children feel safe	Good	√	
The extent to which children adopt healthy lifestyles	Good	√	

#### 6. Progress in learning and development, 0-3yrs, FS1, FS2 Current standards plus projected outcomes and any significant gaps in standards (SEF 4b, 4g)

- Each child has an individual tracker plus transition information
- Post it observations and supporting evidence are linked to EYFS development bands
- Individual planning sheets have a format for next steps.
- Children's portfolios are used to inform EYFS The Ealing Early Years Foundation Stage Profile (3-5yrs)

- **EYC to email EYFS termly progress overviews to compile information about EYFS development bands as the setting is keen to build an overview of standards as well as to have an overview and to monitor and support individual children's progress.**

<b>0-3yrs</b>	<b>FS1</b>	<b>FS2</b>
Systems not yet in place to compile data – see above	Systems not yet in place to compile data – see above	Systems not yet in place to compile data – see above

## 7. Leadership and management (SEF 5h-n)

- In short joint lesson observations undertaken during the Annual Review visit, the quality of teaching was judged to be into the good category.
- Strengths included some high quality interactions between adults and children, good relationships with parents evidenced through their contributions to children's assessment information, teaching based on assessment of children's learning and adult promotion of children's independence.
- **Areas for development focused on strengthening the good judgement by sharing good practice in quality interaction between rooms, further development of opportunities to challenge children, for example in the outdoor area and to consider ways to maximise the use of the outdoor area for older children in particular, including consideration of free-flow options involving listening to children's opinions as to how this might be achieved.**
- **Informally, management are also to maintain an overview of the learning environment for the older toddler group and the volume of adult voices in the younger toddler room.**
- The two deputy managers carry out regular weekly monitoring checks
- Observations are undertaken to monitor the quality of provision. In recent observations carried out at tea time, difficulties were noted and steps were put in place to support improvement. **Next steps and follow up observation dates are to be agreed by managers and staff and recorded on observation notes.**
- The Ealing self-evaluation audit has been reviewed monthly since April 2010 in all 4 classrooms as a basis for reflection and evaluation to inform improvement priorities. **Next step is to use the audit outcomes to inform the OFSTED SEF commentary (last updated 2009 and in need of updating), with the Ofsted EYFS evaluation schedule used to inform judgements**

How effectively is the provision led and managed	Current SEF Judgement	EYC agrees	EYC disagrees
Leadership and management	Good	√	
Governance/Committee	N/A	N/A	

## 8. Additional setting agenda items

- **Last welfare report carried out 12.03.09. EYC to check outcomes.**
- The setting has found the PALs programme with a small group of the Over 3s to be really useful and to have benefitted the whole room.

9. What is the capacity of the provision to maintain continuous improvement? (SEF 6p)	Current SEF Judgement	EYC agrees	EYC disagrees
Capacity to improve S,M,L	Good	√	
Overall effectiveness	Good	√	

10. Actions	Success Criteria	Timescale
<ul style="list-style-type: none"> <li>• Implement Ealing EYFS termly progress tracker, beginning with compilation autumn term on-entry data.</li> <li>• Action areas for development highlighted in lesson observations (i) sharing good practice in quality interaction between rooms, (ii) further development of opportunities to challenge children, for example in the outdoor area and (iii) consider ways to maximise the use of the outdoor area for older children in particular, including consideration of free-flow options involving listening to children's opinions as to how this might be achieved (iv) maintain an overview of the learning environment for the older toddler group and the volume of adult voices in the younger toddler room.</li> <li>• Update Ofsted SEF commentary and judgements.</li> <li>• EYC to (i) forward Letters and Sounds resources and details of training opportunities (ii) forward EYFS termly progress recording templates (iii) check outcomes of last</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation systems will drive high standards and levels of achievement</li> <li>• The quality of teaching will be strengthened and be consistently good.</li> <li>• The setting will have a current picture of its strengths and areas for development against national benchmarks.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin by end Oct 2010</li> <li>• December 2010</li> <li>• End October 2010</li> </ul>

welfare audit.		
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<b>11. 2009/10 priorities –support requested</b> <ul style="list-style-type: none"> <li>• Letters and sounds</li> <li>• Outdoor play</li> </ul>
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<b>12. Recommended support category</b>	<b>1</b>	<b>2</b>	<b>3</b>
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<b>13. Annual report statement</b>
<p>Little Acorns Day Nursery is currently good, with opportunities to build further on this judgement.</p> <p>Leadership and management are good.</p> <p>Quality and standards across the setting are good (standards judgement based on last Ofsted inspection as individual data not yet compiled by cohort/group)</p> <p>Teaching is good.</p> <p>The settings target-setting processes, including tracking are good</p> <p>The settings self evaluation processes are good as is the use of self-evaluation to accurately identify priorities.</p>

<b>14. Next provisional visit date tbc</b>
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Signed:

EYC *S J Benson*

Date: 4.07.2010.

Manager

Date: