

# Acorns Pre-School

Inspection report for early years provision

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**Unique reference number** 143104  
**Inspection date** 16/10/2008  
**Inspector** Michelle Tuck

**Setting address** United Reformed Church Hall, Bower Hinton, Nr Martock,  
Somerset, TA12 6LN

**Telephone number** 07815 103980

**Email**

**Type of setting** Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

## **Description of the setting**

Acorns Pre-school is a committee run group which opened in 1997. It is situated in the church hall in the village of Bower Hinton, near Yeovil, in Somerset. It is registered on the Early Years Register. A maximum of 24 children under five years may attend the pre-school at anyone time. The main play space is a large hall, there are also toilet and kitchen facilities available. There is a small grassed and tarmac area which is used for outdoor play. The building is accessed through a door which leads directly out to the tarmac area.

The group is open from Monday to Friday from 09.30 until 12.00 in term time only. The group also offer a lunch club three times a week. There are currently 29 children on the register. The group support children with learning difficulties and /or disabilities.

An experienced team of four staff support the children, two hold a level three qualification and two a level two. They receive support from the local authority Foundation Stage Advisory team.

## **Overall effectiveness of the early years provision**

Children of all ages are happy, settled and well cared for as staff have a very good understanding of their individual needs. Children are generally safe and secure and benefit from accessing a welcoming and bright environment, which is set up very well to allow them to make choices. Children are recognised as individuals and staff work with parents to provide an inclusive environment. The committed team are eager to seek advice and training to improve practice and ensure good outcomes for children.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- encourage children to use mathematical terms during play and daily routines, to help develop their problem solving skills
- continue to develop the systems for self-evaluation and monitoring of the provision to further enhance children's welfare and development.

## **The leadership and management of the early years provision**

Clear and effective policies and procedures are in place to safeguard children and promote their ongoing safety and welfare. In general, these are followed consistently by staff, who receive a thorough induction and attend ongoing training, meetings and workshops to continue to develop their knowledge and understanding. Comprehensive recruitment and vetting arrangements ensure that staff are suitable and have appropriate qualifications to promote children's safety

and welfare. Good staff deployment throughout the day ensures that children are very well supervised at all times. The effective key worker system means that children are cared for by staff who know them well and with whom they feel comfortable and confident. Risk assessments are completed regularly and staff have a tick list of checks they carry out everyday. Records, such as the daily registers, incident, accident and medication reports, are used well to support children's ongoing health and safety. The staff team are very committed and have a positive attitude to improvement. There are currently no formal systems in place for self-evaluation. The small gaps in their monitoring systems do not have a significant impact on the children and the progress they make.

Good partnerships are established with parents and carers which helps to ensure children are cared for according to their individual needs. Parents are keen to express how happy they are with the setting. They are made very welcome and discuss their child's needs with staff frequently. Parents are provided with useful information about the setting's policies and procedures which is frequently updated through regular newsletters and information on the parents' notice board. Information is also provided about activities, which helps parents to support their children's learning at home. Successful partnerships have been established with the local school, where most children go on to attend.

## **The quality and standards of the early years provision**

Children enjoy a range of activities that help them to grow and develop. Children are confident and very well behaved, responding well to staff's calm manner and constant praise. They manipulate dough, develop extensive imaginative play and are tuneful singers. They have some opportunity to think about number as they sing counting songs, and count the number of children present, however, they are not routinely encouraged to make simple calculations or problem solve, for example, they do not count the number of boys and girls, then add them together. There is a wealth of good quality resources, which support the children in making good progress towards the early learning goals. Staff instinctively move children on through their good knowledge of children's individual needs.

The environment is warm and welcoming to children and parents and has been set up well to promote the children's independence. Routines offer a focus of child-led and initiated play with some adult-directed activities to support their interests. Overall, most children are challenged in their play. For example, children play in the role play area, 'garden centre', through discussion with staff and each other they demonstrate their good knowledge about plants for example, that flowers need soil and water to grow. However, not all adult-led activities are fully extended to challenge all children's learning and understanding further. For example, children listen well in a group to a CD of animal noises, when the animals are identified, children match the sound to the picture of the animal and interesting discussions are initiated, however, staff are not always able to identify the animals and children are left confused and uncertain as a result. Children's welfare is promoted well with effective systems in place to ensure children are safe and healthy. They take part in regular fire drills and learn to use play provision and equipment safely through reminders from staff, such as no running indoors. This means children are

developing an awareness of potential hazards around them and are able to make a positive contribution towards keeping themselves and others safe.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection that required Ofsted or the provider to take any action.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.