

Little Acorns Pre-School

Inspection report for early years provision

Unique reference number EY310695
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Inspector Zahida Hatia

Setting address Jubilee Centre, Savages Wood Road, Bradley Stoke, South Gloucestershire, BS32 8HL

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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 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).

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.

Description of the setting

Little Acorns Pre-School operates from a community building in the centre of Bradley Stoke in South Gloucestershire. It opened in 1997 and moved to its present location in September 2002. It serves the local community and surrounding areas. Although the premises are shared with other organisations, the pre-school has self-contained accommodation when operating, including kitchen and toilet facilities. There is access to an enclosed, outdoor play area from the main play room. The group opens every weekday during term time. Sessions are from 9.00 to 12.00 and 12.00 to 15.00. Children may bring a packed lunch and attend for extended sessions or a full day, within these hours.

The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 74 children on roll, all of whom are in the early years age group. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language. A team of seven part-time staff and the two proprietors work with the children; all staff are responsible for leading sessions. The setting receives support from the local authority and is affiliated with the Pre-school Learning Alliance. The pre-school is registered to care for a maximum of 26 children aged from two years to five years. The setting is one of three pre-schools run by a private partnership. It received a new registration in June 2004, having become a limited company, under the existing management team.

Overall effectiveness of the early years provision

Overall, all major areas of the provision are satisfactory, with some good aspects. All children are cared for in a welcoming environment where they are valued as individuals. Attention is paid to promoting their welfare and ensuring they are kept safe and healthy. They are offered a range of age appropriate activities, which support them in making good progress in their learning and development. Sound relationships are fostered with the parents and carers but links with other early years providers are not as consistent as it is with the local school. Appropriate systems are in place to monitor and evaluate the setting, which help staff in identifying areas for future improvement.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for outings and trips
- review the system for planning the educational programme and activities to ensure that the next steps identified for individual children are effectively used in order to fully promote children's learning and development
- establish an effective two-way flow of information with other providers to promote the integration of care to ensure high quality care and the

progression and continuity of learning

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure accurate records are maintained clearly noting children's daily hours of attendance (Documentation)

22/07/2009

The leadership and management of the early years provision

Staff are well deployed and work very well together as a team. They benefit from fortnightly team meetings, one to one sessions, annual appraisals and access to relevant training. All staff hold valid first aid certificates and have completed basic safeguarding training. In general records are appropriately organised, such as, accident records which are well maintained. Risk assessment procedures are satisfactory. However, risk assessments for outings are not always specific to each venue. Staff have a sound understanding of policies and procedures including those relating to complaints and safeguarding children. Safety is well maintained and security is treated as paramount. Visitors and students are supervised closely. Appropriate safety equipment is in place and staff are vigilant about hazards. For example, spillages are quickly cleaned up.

The welfare and safety of the children is of utmost importance to the staff and this is reflected in procedures and established routines. The setting's record keeping and day to day organisation is adequate. However, daily registers are not accurately recorded. For example, children's actual arrival and departure times are not clearly recorded. This is a breach in regulations.

Staff work well together as a team and they are fully aware of their respective roles and responsibilities. The best use of the available space is made, to ensure that children are provided with a good range of learning opportunities. For example, good use is made of the large play room which is divided into different play areas such as role play, creative play, mark making area and a snack station. The play room has plenty of natural light, where children's own work and other posters are displayed at their height. Good support is provided for children with learning difficulties and/or disabilities. Staff work closely with parents and other professionals involved in children's care, to ensure their needs are met consistently. Parents are welcome in the setting at any time and they speak highly about the activities provided and the progress their children make. They may stay with their children, to help settle them in and support their play. The effective key person system enables staff to become knowledgeable about each child's individual needs and to provide appropriate support for each child. However, staff have not fully established an effective two-way flow of information with other providers to promote the integration of care to ensure high quality care and the progression and continuity of learning.

Clear recruitment and vetting procedures ensure children are cared for by suitable people and staff are keen to develop their practice. For example, all staff are

suitably qualified to level 3 childcare qualification and some are working towards higher qualifications. The setting has sufficient systems in place to monitor the provision and identify where improvements can be made. All the recommendations from the last inspection have been successfully addressed.

The quality and standards of the early years provision

Staff develop good relationships with the children and successfully support their learning. Children make good progress because they are offered a range of interesting activities covering all areas of learning. Staff make good use of questioning to make children think and the children welcome staff involvement in their play, particularly during role play activities. Staff readily acknowledge the children's achievements with lots of praise and enable them to learn in different ways, such as choosing their own activities, listening to stories as a whole group and taking turns at discussion time. Assessment records are in place to chart the children's progress, which include staff's observations of the children's responses to the activities. However, these are not yet fully developed, and do not always show how the next steps in their learning will be promoted.

Staff give attention to helping the children learn about staying safe and being healthy. For example, they explain to the children about the importance of having regard for others during play and discuss the role of other professionals who help keep them safe, such as the police. They offer the children a good variety of food at snack time, including fresh fruit and plenty of drinking water. They discuss healthy eating as the children pretend to make meals with the play food and provide opportunities for them to take part in vigorous outdoor exercise which helps them to improve balance and coordination. For example, the children thoroughly enjoy fund raising days where they race around the obstacle course, laughing with delight as they run, catching and pulling hoops over their heads in order to complete the circuit.

The children have many opportunities to develop their independence. As a result, they are able to confidently pour themselves a drink if they become thirsty and decide when to have their snack. They all readily help to wash up their own cups and plates, leaving the crockery to drain on the sideboard. This helps children to develop their independence and learn about daily routines. Staff consistently encourage children to wash their hands before eating or after visiting the toilet. Children respond very well to this encouragement, demonstrating their understanding of how to keep safe and free from germs. Children thoroughly enjoy listening to stories, singing songs and looking at books and are keen to take part in new activities, such as helping staff to set up the obstacle race outside. They confidently use the camera to take their own photographs and thoroughly enjoy using torches, reflecting light to make patterns on the ceiling and in corners of the play room. Older children show a caring approach towards the younger children. For example, whilst taking part in the obstacle race, younger children were slower at getting through the hoops or not catching the bean bags whilst standing still. Older children helped the younger ones by putting a protective arm around them, encouraging them and helping them to successfully complete the course. All children are encouraged to play their part in the setting's happy and energetic

community. Their positive response provides a sound contribution to their future learning, development and well-being.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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