

Little Acorns Pre-School

Inspection report for early years provision

Unique reference number EY385887
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Inspector Sheila Browning

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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).

Description of the setting

Little Acorns Pre-school was registered in 2008, having moved from their previous building where they were registered for eight years. The setting is privately owned, and operates from the site of The Globe Primary School in Lancing, in the community room. The setting has sole use of the space during opening hours. The building is on one level which means there is full access for children with disabilities. The pre-school has its own outdoor play area and access to the school's play areas and a field. The setting supports children with learning difficulties and/or disabilities. They are registered to care for 32 children aged two to five years on the Early Years Register only. The setting is open from 09:00 to 12:00 Monday to Friday and 12:30 to 15:00 Tuesday and Thursday. The current number of children on roll is 61 aged two to five years, 43 are in receipt of nursery education funding. There are eight staff including the owner/manager, and all but two have appropriate qualifications. The setting has links with the local school.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Leadership and management is well focused on providing a secure and inclusive environment that is caring and welcoming and as a result it meets the needs of the children well. Provision for children's welfare is outstanding because adults promote this aspect exceptionally well so children thoroughly enjoy attending. The skilled team help children to develop well and make good progress, including those with learning difficulties and/or disabilities. Partnerships with parents and the Globe School are good. Leadership is clear about the setting's strengths and the developments needed to improve it so there is a good capacity to improve.

What steps need to be taken to improve provision further?

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

- ensure that the book area is more inviting and interesting so that children are encouraged to choose and read books in a relaxing and comfortable space
- ensure that steps are taken to document the settings self-evaluation in a formal way

The leadership and management of the early years provision

The setting is well run and the high focus on children's welfare underpins all it does. Safeguarding arrangements are robust. Children are extremely well supervised and all necessary records, policies and procedures are in place to ensure their well-being. Whilst leadership is clear about the strengths of the setting and of developments needed to make it even better self-evaluation is not formally documented. Good leadership and management ensures the skilled team have a good understanding of the needs of young children. Since moving into the new

premises furniture and resources have been thoughtfully chosen and specific areas organised for role play and other activities. The outside area is used well and children have helped plant bushes and trees to make the grassed area more attractive. Plans are in hand to purchase a canopy to provide shelter and to further secure the outside area. All recommendations from the previous report are met. Staff are effectively deployed with clear roles and responsibilities. They show a good understanding of how children learn and plan interesting activities through which they develop their skills, knowledge and understanding. Planning is reviewed and adapted half termly to be flexible and responsive to the children's needs. Children's records are thorough. 'Learning journals' -progress booklets, with digital photographs and examples of children's work are used effectively to record their progress and are shared with parents. Good partnerships exist with parents, they receive regular newsletters and the notice-board informs them about the daily organisation and other useful contacts. The setting takes good account of their views and has responded to their concerns, for example, the tuck shop was closed to promote healthier eating and changed the arrangements for children to self-register at the start of each session. The setting has good links with The Globe School enabling children to integrate effectively. Little Acorns involves parents and children in writing poems collated into a published book. The 'All about me' poems helps children to effectively develop their communication, language and literacy skills. The setting has very good partnerships with others such as speech therapists to social services which are used to develop both staff expertise and to support the needs of the children.

The quality and standards of the early years provision

The provision for developing children's learning is good in this safe environment. Consequently, children thoroughly enjoy their time at Little Acorns and make good progress in all areas of their learning and development. Children have a suitable balance of adult led activities and self chosen tasks. Their welfare is paramount and adults know their children well and look for opportunities to reinforce their learning in a positive way. This helps children to become increasingly confident and develop good attitudes to learning. Specialist support and staff training helps staff meet the varying needs of the children well. Indoor and outdoor activities help children develop their personal, social and emotional skills effectively. Their behaviour is good and they learn to take turns whether playing together with small world toys, scooters or talking about and writing their postcards to send home. Staff are very supportive, encouraging and really care for the children, as one little girl said, 'I love you'. There is a broad range of resources, and although books are available, the book area is not very inviting or sufficiently stimulating to encourage children to select books, relax and enjoy reading. Children quickly develop a sense of independence and are keen to help organise and sort out picture tags of each child to show who has already had a snack or not. They choose to eat fruit, drink water or milk and know it is good for them. They are polite to each other and the adults and are encouraged to say please and thank you. They happily help each other wash their plates after snack time and know the importance of washing their hands before eating and after going to the toilet. The theme of 'Summer and holidays' is seen in the children's drawings of aeroplanes and cars. Digital photographs show they make and test hot air balloons and make junk models of

cars, fire engines and boats. They are proud of their collages of different places and destinations and sponge paintings of different vehicles. Recent visitors such as the post lady and a trip to the post box help them understand what happens to the postcards they post. They enjoy role play in the travel agents and co operate and listen to one another when making sandwiches and drinks for a picnic with lots of talk about what to take, what to pack and what they will do.

All these experiences extend the children's knowledge and understanding of the wider world as well as an awareness of the part they can play too. Children develop their fine motor skills, and creative development and concentration when mark making. They build on their mathematical and literacy skills when looking at the weather chart, and talk about the day before and after. They build on their counting skills when reciting the different numbers on the chart. At the end of the morning children enjoy listening to Thomas the Tank Engine and talk about what happens in the story. The good focus on learning and development and outstanding attention to their welfare needs ensure the children are well prepared for school life.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

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?	1
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
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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