

Little Acorns

Inspection report for early years provision

Unique reference number EY389345
Inspection date 06/07/2009
Inspector Sarah Measures

Setting address Village Hall, Holcot Road, Brixworth, NORTHAMPTON, NN6 9BS

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

Description of the setting

Little Acorns was registered in 2009. It operates from the village hall in the village of Brixworth, Northamptonshire. Children are cared for in two rooms and have access to an enclosed outdoor play area. The premises is on one floor and there is disabled access and toilet facilities.

Little Acorns Pre-School may care for a maximum of 30 children on the Early Years Register. There are currently 37 children on roll. The setting has the provision to support children with learning difficulties and/or disabilities. It is open between the hours of 09.15 and 13.00 and each weekday and between 09.15 and 15.15 on Tuesdays and Fridays, during term time. There are currently five staff who work regularly with the children, four of whom, hold appropriate qualification in early years. The pre-school has links with the local nursery, pre-school and primary school.

Overall effectiveness of the early years provision

Overall, the effectiveness of the provision is satisfactory. This newly established group is developing some good organisational procedures to underpin the effective running of the provision. Appropriate policies are in place to promote an inclusive setting for children and staff are developing some good systems to help them to plan for children's individual development. Not all procedures promote children's health and make the most of opportunities to share information with parents. Providers and staff have very positive attitudes towards improvement and continually reflect upon the quality of the provision for children. The provision for continuous improvement is good as a result.

What steps need to be taken to improve provision further?

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

- improve the two-way flow of information with parents, for example by giving parents ongoing opportunities to share and contribute to children's observation and assessment records
- provide opportunities for children to choose from a balance of activities out of doors.

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

- demonstrate how staff will receive training that is specific to the individual child from a qualified health professional to administer any medications that require technical and/or medical knowledge, and obtain sufficient information about the condition and prior written permission before any medication is given (Safeguarding and promoting children's

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welfare).

The leadership and management of the early years provision

Overall, policies and procedures successfully promote children's welfare and their learning and development. Children choose from a balanced range of interesting learning opportunities indoors, however, their choice of activities out of doors can be restricted. Staff have clear training plans, they carry out various, ongoing assessments and evaluations of their practice and clearly identify areas for improvement. Staff are approachable and work cooperatively with parents. Regular communications take place verbally and through a home-diary in order to keep parents informed of significant events and children's achievements. However, there is no current system to include parents observations from home within the key worker assessments and parents have not had opportunities to share in assessments of children's progress towards the early learning goals.

Children are safeguarded because staff are confident with how to recognise possible indicators of abuse and because they follow appropriate referral procedures as necessary. Staff have not been able to secure appropriate training to administer medications that require specific medical knowledge, although they have attempted to do so. Also, there is no clear information regarding specific medical conditions or specific consent to administer medications that may be required in order to ensure children's health. Clear information is given to parents as to how to make a complaint to Ofsted if they wish, in order to offer a safe and transparent service to parents and children.

The quality and standards of the early years provision

Children are settled and relaxed in the setting. They arrive and are keen to participate. They clearly feel a secure sense of belonging. Staff have made good effort to use appropriate guidance in order to plan and provide an appropriate educational programme for the children within the Early Years Foundation Stage. Their interactions, that challenge children and encourage their knowledge and understanding, are evidence of their increasing familiarity with the Early Years Foundation Stage. Children choose from activities that are carefully planned to their stages of development. For example, the younger children enjoy varied messy play opportunities in order for them to develop the confidence to explore and investigate and to develop their imagination. Good systems are being developed to plan for children's individual learning needs that have the potential to be improved further through effective sharing of information with parents.

Most aspects of children's health are suitably encouraged. For example, children enjoy regular opportunities for outdoor play and make healthy choices at snack time. Secure systems are in place to ensure children's dietary needs are met and children take part in activities and routines that promote their personal health and independence. Children are encouraged to be well-behaved through staff's praise and encouragement and through their considerate role modelling.

With the exception of the medication records, records kept on the children are well-organised and used effectively to promote children's welfare. Children's developmental records are very professionally presented. Staff carry out careful daily checks in order to ensure all areas of the provision are safe and suitable for children to use. Outings off the premises are carefully and thoughtfully risk assessed. Good adult to child ratios are in place and staff are well deployed in order to support and supervise the children.

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

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