

Charlton Acorns Pre-School

Inspection report for early years provision

Unique reference number	133720
Inspection date	16/09/2009
Inspector	John Earish
Setting address	Charlton Village Road, Charlton, Wantage, Oxfordshire, OX12 7HG
Telephone number	01235 224 088
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Charlton Acorns Pre-school is run by a committee and was originally opened in 1968. It operates from its own building with access to a secure enclosed outdoor area, in the grounds of Charlton Primary School, on the outskirts of Wantage. Children have access to a secure enclosed outdoor play area. There is appropriate disabled access.

The setting is on the Early Years Register and compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend at any one time. There are currently 30 children aged from three to under five years on roll. Of these, 23 children receive funding for early education. Children come from a wide catchment area. The setting opens five days a week during school term times. Sessions are from 9am to 11.45am and from 12.45pm to 3.30pm.

Six members of staff are employed. Of these, four hold appropriate early years qualifications and two are working towards a qualification. Two of the staff are also fully qualified nurses. They are members of the Pre-school Learning Alliance and enjoy close links with the primary school. They also receive help from the local advisory worker.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are warmly welcomed and equally valued. There is a clear recognition of the uniqueness of each child and the adults are strongly committed to ensuring all children's needs are met. Good levels of supervision ensure children have equal access to the learning provided for them, make consistently good progress and achieve well. Leaders provide clear direction and are good at evaluating what needs to be improved. Consequently, there is a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- enable the learning to 'flow freely' between the activities organised inside the room and those outside so children can make even more decisions about their learning.

The effectiveness of leadership and management of the early years provision

The staff work very well together as a team, and are clearly committed ensuring the children in their care are well looked after and enjoy the wide range of choices on offer. The pre-school runs smoothly because there are good procedures for its

day-to-day management. The manager and the committee are keen to strengthen the adults' understanding of all aspects of the Early Years Foundation Stage to make children's learning even more effective. Training is actively encouraged. For example, staff have attended a good number of courses including 'Reading and Writing in the Early Years Foundation Stage', 'Introducing Young Children to Festival and Cultures' and 'Music for All'. This demonstrates the strength of commitment to providing high quality care.

Self-evaluation is of good quality and actions for improvement are dealt with quickly and effectively. All members of staff regularly review all aspects of their work and are using this information well to make sure that available resources are used effectively and efficiently. For example, good progress has been made at increasing the children's opportunities for outside learning. The new outdoor area has a good range of toys and equipment and is used well to support children's learning and development. This was a recommendation at the last inspection.

Another factor in the effectiveness of the leadership is the good partnerships with parents and the very close links with the primary school. Parents say they are very happy with the setting and feel very well informed about their children and the activities that are organised for them. They particularly like the summary sheet explaining the activities that are organised for each topic covering all areas of learning. Parents can then follow up the activities at home. The well established transition programme with the primary school enables both children and staff from the two settings to visit and work alongside each other. This makes a strong contribution to children's achievement and well being preparing them for the transfer to 'Big School' in September.

There is a good and suitable range of policies and procedures to ensure that children are well safeguarded. Procedures for ensuring the safety and welfare of the children are thorough and are constantly reviewed in light of practice. Current safeguarding practices are fully implemented.

The quality and standards of the early years provision and outcomes for children

Children make good progress and achieve well because they enjoy learning and happily join in the good range of practical experiences and activities that capture their interest and attention. There is a good balance between the activities organised by the adults and opportunities for children to make their own choices. They enjoy a good deal of individual attention and this too helps them to progress well.

Adults are good at building on children's responses to increase communication skills and knowledge and understanding of the world. For example, one girl was attentively looking at a map to help the driver of the car find their holiday destination 'just like mummy has to do!' She was encouraged to show the driver the route to be followed. She could see the roads and roundabouts and said, 'you must go here... and go round the roundabout like a clock... don't go the other way or we will hit someone!' These interventions contribute effectively to children's

good progress in their language development and learning.

The children have access to a large outdoor area. This is well planned so that young children can explore and play individually or in small groups. A good start has been made at enabling the learning to 'flow freely' between the activities organised inside the room and those outside. However, the staff agree this could be further exploited so that children can make even more decisions about what they are learning.

Assessment information is used well to plan the next steps in learning. The adults are keeping detailed notes of pupils' activities which they share with each other. These are used well to plan the next stages of learning and to accurately judge the children's progress in meeting them. This information is then used to adapt further the activities to make them even more demanding. All areas of learning are included in the well thought out planning.

Adults help children to stay safe and there are good procedures to ensure that their welfare and wellbeing are good. Clear, well established routines help ensure children feel secure and learn safely. Healthy lifestyles are well promoted as fruit snacks and drinks are readily available. Children are encouraged to develop their independence skills well during snack time by serving themselves. They behave exceptionally well, readily sharing their toys and playing happily together.

Children contribute well to the environment for learning through their enthusiasm, cheerfulness and readiness to make friends. They make good progress and are encouraged to make their own decisions about what they learn. Consequently they are well prepared for the next steps in their learning and for their future economic 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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
------------------------------------------------------------------	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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

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