

Little Acorns Pre-School

Inspection report for early years provision

Unique reference number 115273
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Inspector Timothy Butcher

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Little Acorns Pre-School is privately owned and registered in 1995. The pre-school operates from the community hall within the Seventh Day Adventist Church in Worle near Weston-super-Mare in North Somerset. The pre-school uses the main hall with direct access to the kitchen and male and female toilets. There is a fully enclosed area for outside play.

The pre-school is registered to care for 26 children under eight years at any one time; none may be under three years. The provision is registered on the Early Years Register and both parts of the Childcare Register. The pre-school offers care term time only Monday to Thursday 8.30am until 12.30pm and 1.00pm until 5.30pm, and Friday from 8.30am to 12.30pm. Children attend from a wide geographical area. There are currently a total of 62 children on roll all within the early years age group. The group are in receipt of free early education funding. The owner and five members of staff work directly with the children, of these, four staff hold a Level 3 qualification in Early Years Childcare and Education and one member of staff is working towards the qualification. One member of staff also holds an early years foundation degree and is working towards a further qualification. The playgroup works closely with Mendip Green First School. They receive support from the local authority and the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Most children make significant progress in their learning and development because they play a dynamic role in their learning and strongly benefit from the excellent relationships with a skilled staff team. They have their individual needs met very closely met. The whole staff team are strongly focused on the continuous and ongoing development of the setting to the benefit of children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop the outdoor area further to enable children even further opportunities to experience a broad and balanced curriculum outdoors, and to enable them to freely explore, to use their senses and to be physically active.

The effectiveness of leadership and management of the early years provision

There is a comprehensive awareness of safeguarding issues throughout the setting as all staff undertake regular safeguarding training. Comprehensive policies and

procedures are consistently implemented and the arrangements for safeguarding children are robust. All staff working with children have been suitably vetted. Risk assessments are in place and regular visual checks ensure children's safety. Excellent communication with children helps them to recognise how to keep themselves safe.

A particular strength of the setting is the exemplary relationships with parents and carers. Parents and carers report that staff have a very nurturing and supportive approach to all children and their families and they report very positively indeed about all aspects of the provision. They are kept very well informed about the progress their child makes and of their child's well-being. They have their views regularly canvassed and acted upon. As a result all children hugely benefit from the high levels of communication and parents are also well supported. Parents are heavily involved in supporting children's learning from home. Highly effective partnerships are well established with others such as the local school and childminders. This successfully promotes children's learning and welfare and strongly contributes to the very good continuity of care. The setting places children at the centre of all its work. Staff know children and families exceptionally well so that children's individual needs are closely met and all children are well integrated into the setting, with no individual child disadvantaged.

Furniture, equipment and resources are of a consistently high quality and regularly added to. The comprehensive planning and provision of resources is securely linked to children's interests and is further enhanced by staff who are responsive to children's play and creatively extend their play. The general provision when children take their play outside, although often exciting, does not always equal that of the provision inside. A plan is in place to develop the outside area. The deployment of staff is highly effective in promoting the best outcomes for children.

A particular strength of the provision is the well established and committed staff team that work very closely together. High levels of communication between staff ensure a shared ethos and approach. Reflective practice takes place at all levels as routine and results in a targeted action plan to bring about ongoing improvements. For example, the staff team have identified further training to promote their ongoing professional development. Resources are constantly updated to the benefit of children and comprehensive planning has been developed.

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

Children strongly benefit from the welcoming and highly stimulating learning environment. A comprehensive planning system, based on children's interests provides rich, varied and imaginative activities and experiences for all children. Accurate observations, made using a variety of formats, lead to clear assessments of children's abilities and the clear identification of their next steps in development. These are closely linked back into the planning system to provide further learning opportunities for each child and shared with parents. High levels of communication between staff ensure that the progress that children make is comprehensively shared and the information used effectively to support children's further

achievement. As a result children make significant progress in their learning and development given their starting points and are well equipped with the skills for future learning.

Children show high levels of curiosity, independence, imagination and concentration. They play a dynamic role in their learning because staff consistently use language and questioning skilfully to strongly encourage children to express what they do and what they think. The staff are very responsive to children's needs and consistently prompt or provide resource items that will take children's play and learning further. For example, children are asked to think about and plan their adaptations to a large cardboard 'transformer' that they have made. They have a wide range of junk and creative materials close to hand to take their design in the direction that they wish. Children develop their physical skills as they move around and manipulation skills as they cut up materials with scissors. They develop their problem solving skills as they experiment with the shapes and explore what will and will not stick. Additional materials are found in response to their initiatives by staff who skilfully use these opportunities as they arise, to get children to think, count, name and express feelings. Children learn to work very cooperatively together. They thoroughly enjoy and are absorbed in the rich learning experience.

All children show a strong sense of security and demonstrate they know how to keep themselves and each other safe. For example, they confidently use sharp safety knives to cut fruit for the group at snack time because they have been shown how to do so safely and are well supervised. Children are extremely confident at communicating their thoughts and feelings. They settle well and develop excellent relationships with adults and each other because each child is highly valued and enjoys excellent interactions with the whole staff team. They show an extremely strong sense of belonging and know what is expected of them. Children engage in a good range of physical activities increasing their understanding of the importance of regular exercise as part of maintaining a healthy lifestyle.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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