

# Acorn Pre - School

Inspection report for early years provision

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**Unique reference number** EY401732  
**Inspection date** 15/03/2010  
**Inspector** Maria Therese Conroy

**Setting address** Old Oak Community Centre, 76 Braybrook Street,  
LONDON, W12 0AP

**Telephone number** 0208 7405522

**Email**

**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).

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.

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## **Description of the setting**

Acorn Pre-School is run by the Pre-School Learning Alliance and is located in Old Oak Children's Centre in East Acton in the London borough of Hammersmith and Fulham. Children have access a spacious play room for indoor activities. There is a safe enclosed playground for outdoor play. The setting are registered on the Early Years Register and can care for a maximum of 20 children from two to five years. There are currently 16 children on roll. The setting are able to support children who have learning difficulties and/or disabilities. The opening hours are between 9.30 am to 3.00 pm each weekday during term time. All the staff are qualified.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

The setting have recently moved into a new premises and had most of their equipment replaced. The staff are still at the stage of accessing how best to utilize the space both indoors and outdoors and how to make best use of the resources they have. Children have formed good relationships with the staff who are positive role models and provide the support the children need to learn. Children are happy and settled because they are provided with a secure environment with a good range of equipment, which is organised to encourage them to make independent choices as to what they want to play with. Staff are aware of individual needs and work well with the families, some of which have built up relationships over the years while bringing older siblings.

## **What steps need to be taken to improve provision further?**

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

- incorporate the hazards associated with the shared use of the outdoor area into the risk assessment
- develop the outdoor area further to effectively promote all six areas of learning
- develop the systems in place to work in partnership with parents to encourage them to be more involved in planning for their child's development, reviewing the child's developmental progress and feeding into the process for self-evaluation
- further develop planning to incorporate the needs of individual groups of children when planning activities e.g. boys/girls and those with additional learning needs
- enhance the use of observations using the practice guidance to help identify where children are at developmentally and to monitor children's progress towards the early learning goals

## **The effectiveness of leadership and management of the early years provision**

The pre-school has a clear understanding of the procedures in place to safeguard children. There are written policies and procedures in place to protect and safeguard, children including steps to be taken if an allegation is made against a member of staff. A procedure is in place for evacuation in the event of a fire and regular practices ensure that children are familiar with the steps to be taken in the event of an emergency. The staff undertake a visual check of the premises daily. In addition a more in-depth annual risk assessment is undertaken; however, it does not reflect some of the practices, for example the sharing of the outdoor space with other users of the children's centre.

The provider has committed an offence by failing to notify us of a change of person who is managing the early years provision. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion.

The pre-school have recently moved into new premises and still in the process of organising the environment to enable children to utilise the space to its full potential. The staff are beginning to assess the areas they need to improve upon, however, this is in its infancy and does not yet include the views of the service users such as parents and carers. The setting do have their own quality assurance system in place when they have visits from their head office staff who identify areas for improvement.

The pre-school verbally communicate with parents and carers keeping them informed of their child's care. Information is sought from parents when a child starts to ensure continuity of care is provided. There are notices up and around the setting including the complaints procedure and other information such as planning details. In addition the policies and procedures are readily available. The setting have yet to develop the system to enable parents to contribute to the planning for their child's development in relation to the Early Years Foundations Stage. There are established systems in place for working with other professionals in order to support children's individual learning.

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

The staff team work well together and they have a sound understanding of the Early Years Foundation Stage. Having recently moved into a new premises the staff are still at the stage of accessing how best to utilize the space particularly in relation to the outdoor area in order to promote all six areas of learning. The staff do plan and use the children's next steps to influence their planning. However, it is not always clear how the individual needs of all children are met and the group have yet to identify the way in which the needs of individual groups of children are considered when planning activities, for example boys, girls and those with additional learning needs.

Staff observe children and they know the children well, they identify the next steps in children's learning, however, they do not currently link the next steps to the practice guidance to help identify where children are at developmentally. In addition there is no effective system in place to monitor the children's progress towards the early learning goals. Children love the freedom of the 'free-flow indoor and outdoor' play opportunities. Staff are well deployed to ensure that children can make their own choices as to what they want to do, while still receiving the support from staff they require.

During circle time children talk about their bodies and changes that occur, such as when they run and how it makes them feel. They discuss what happens to their food when they eat and the effect of healthy eating on their bodies, such as making them big and strong. Staff provide a large pop up book to support children's learning and engage children in the discussion, they ask open ended questions which make children think for themselves.

Children enjoy sitting and listening to stories, they join in simple action rhymes, such as head shoulders knees and toes and they pretend to be bunny rabbits as they sing 'hop little bunnies'. Children love to dress and undress the baby doll, they persist for long periods of time, concentrating while they put on their clothes and nappy. They create and design with blocks and take part in a range of arts and crafts.

Children behave well, they are encouraged to share, take turns. Staff manage children's behaviour well, to encourage children to develop the habits and behaviour appropriate to good learners. Staff regularly praise children and use positive language which promotes their self-esteem, such as 'good choice' and that is 'wonderful sharing'. Children are gaining confidence and independence as they take themselves to the toilet and make choices from the good quality resources available at low level.

Healthy lifestyles are promoted through the daily physical play opportunities children take part in. They enjoy balancing on wooden stumps in the outdoor play area, they love to ride their bikes, use the scooters and run around. Healthy snacks are offered to children such as apples and bananas and grapes, they have a choice of water or milk, which children are encouraged to pour themselves.

Children are learning to keep themselves safe through daily activities for example, staff support them while they balance on the 'stumps' in the outdoor play area. They are learning how to ride the bikes and scooters correctly and they take part in regular fire drills.

## 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

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

### The effectiveness of leadership and management of the early years provision

|  |   |
|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 3 |
| The effectiveness with which the setting deploys resources   | 3 |
| The effectiveness with which the setting promotes equality and diversity                             | 3 |
| The effectiveness of safeguarding  | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships  | 3 |
| The effectiveness of the setting's engagement with parents and carers                                | 3 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 3 |
| The extent to which children achieve and enjoy their learning    | 3 |
| The extent to which children feel safe                           | 3 |
| 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       | 3 |

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