

Little Acorns of Rushbury

Inspection report for early years provision

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Inspector Fiona Robinson

Setting address Rushbury Primary School, Rushbury, Church Stretton,
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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 of Rushbury opened as a pre-school group in 1994. It is a registered charity run by a voluntary management committee. The group has sole use of one room in a shared demountable building located in the grounds of Rushbury Primary School, in Shropshire. There is disability access to the building. A maximum of 10 children under the age of five years may attend the pre-school at any one time. The pre-school is open Mondays, Tuesdays and Thursdays from 9.00am to 3.05pm and Wednesdays from 9.00am to 12.00am. It operates during school term times only. Children may attend for a variety of sessions and live in the village or surrounding rural areas. All children share access to an outdoor play area and may also access the school grounds at agreed times. There are currently 20 children aged from two to under five years on roll. Of these, 13 children receive funding for nursery education. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The pre-school employs four members of staff and they all hold appropriate early years qualifications. The pre-school has gained the Quality Assurance award, 'Growing Together.' They receive support from the local authority and are members of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall the provision is judged to be outstanding, because the pre-school provides an excellent range of activities to help children learn through their play. Children are interested and well motivated, because they are treated with warmth and respect in a very safe and inclusive environment. They enjoy their activities and achieve very well, because staff are excellent at promoting the children's welfare. Partnerships with parents, the host school and the community are outstanding and information is shared very effectively. Staff have a comprehensive knowledge of the pre-school's strengths and areas for improvement and there is an excellent record of continued improvement.

What steps need to be taken to improve provision further?

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

- to further improve the high quality early years provision the registered person should consider developing the layout and resources of the outdoor area of learning

The effectiveness of leadership and management of the early years provision

Staff have an outstanding understanding of health and safety issues and implement rigorous safeguarding policies and procedures. Risk assessments are conducted regularly to keep children safe and there are robust systems in place for staff recruitment and vetting. Staff are vigilant in supervising children to ensure they remain safe in their indoor and outdoor environments. The setting is kept very secure and parents have a full understanding of collection procedures. Staff are deployed effectively and children are encouraged to develop safe levels of independence.

Partnerships with parents are excellent and they are welcomed into the setting every day. Learning and development stories are shared each term with parents. Staff are available on a daily basis to discuss what the children have been doing. Parents say they really enjoy coming to special events such as the Christmas party and Open Morning. They feel they are kept fully informed of their children's achievement and new topics and special activities. They receive comprehensive newsletters and information is shared through informal discussions, the parent's notice board and the pre-school booklet. There are also excellent links with the host school and the community. The children regularly work alongside the reception age children and are involved in storytelling sessions, school assemblies and church services.

The manager provides an excellent lead to the work of the pre-school. The staff regularly attend meetings and training and the professional appraisal of staff is carried out annually. Good self-evaluation systems ensure that the views of parents and children are taken into consideration when planning activities and identifying areas for improvement. Manager and staff actively promote equality and diversity and children are fully integrated in indoor play, outdoor activities, and in the Forest school environment. Resources are used effectively to meet the children's needs. The manager and staff have high expectations about securing improvement and regularly monitor activities, and set challenging targets. Their main area for development is the outdoor area of learning, in particular the improvement of the playhouse resource.

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

Children have outstanding opportunities to learn and achieve very well across all areas of learning. They quickly settle and eagerly take part in a wide range of activities. They enjoy learning through play and especially benefit from excellent learning experiences based on the natural world in the Forest school. Children behave very well, because adults have high expectations. They enjoy being cared for in a bright, stimulating, inclusive environment. Relationships are excellent with staff and one another.

Children develop an outstanding knowledge of how to keep themselves safe and

healthy. They feel very safe because staff work hard to ensure the indoor and outdoor environments are kept safe and secure. They are encouraged to make healthy choices at snack time, such as fruit and yoghurt. They make excellent progress in the physical area of learning and co-operate very well when they build a balance trail and walk along this. They take regular exercise on the pedalled vehicles and apparatus. Resources are shared sensibly and children gain confidence through well established routines such as mealtimes. They learn to use equipment safely as they make soups and smoothies.

Children are very keen to come to pre-school. They show an interest in growing vegetables and flowers and listen intently to stories such as 'We're Going on a Bear Hunt'. There is an appropriate balance of adult-supported activities and those chosen by the children themselves. They tunefully sing 'Twinkle, Twinkle, Little Star' and most can count up to 20 and beyond. They know how to write their names and enjoy writing letters to Father Christmas. They complete number activities on the computer and learn about the importance of light as part of their 'Light and Dark' topic. Festivals such as Diwali and Christmas bring enrichment to their learning. They benefit from environmental walks and learning about wildlife and plants in their Forest school. Independence is encouraged indoors and outdoors and resources such as the playhouse are being developed in the outdoor area. Fundraising activities are well organised and parents and the local community are fully involved in special events. Overall, the children are very well prepared for the next stage of their learning in this stimulating, inclusive setting.

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	2
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	2
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	1
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