



Office for Standards  
in Education

## DAY CARE INSPECTION REPORT

URN 127322

### INSPECTION DETAILS

Inspection Date	27/11/2003
Inspector Name	Malini Parmar

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Little Acorns (Herne) Pre-School
Setting Address	School Lane Herne Bay Kent CT6 7AL

### REGISTERED PROVIDER DETAILS

Name	The Committee of Little Acorns (Herne) Pre-School
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### ORGANISATION DETAILS

Name	Little Acorns (Herne) Pre-School
Address	3 Pintail Way Herne Bay Kent CT6 7XP

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

### Information about the setting

Little Acorns Pre-School opened in 1998. The group operates from a mobile unit, on the site of Herne School, in Herne.

The group serves the local and surrounding community. It operates five days a week during school term times. Sessions are from 0900- 1530.

There are currently 85 children from 2 to 5 years on roll. This includes 23 funded 3 and 4 year olds. Children attend for a variety of sessions. Currently there are 2 children who have special needs and are supported by the group. There are no children who speak English as an additional language.

There are 11 staff work with the children, one member is employed solely as administration support and the supervisor is supernumerary. Out of the 11 staff, 6 hold early years qualifications. The setting receives support from a teacher from the local Early Years Development and Childcare Partnership (EYDCP). It is a member of the Pre-School Learning Alliance (PLA).

### How good is the Day Care?

Little Acorns Herne Pre School provides good quality care for children. Sound operational procedures, thorough inductions and regular staff meetings enable the staff to work effectively as a strong team. Staff have opportunities within their working time to complete their administration duties. Staff work well together as a team to create a harmonious environment for the children. They are deployed effectively and staff skilfully move around the room to support the needs of individual children. Staff give priority to ensuring children's safety and the systems in place for safe arrival and collection of children are effective. Staff give high regard to health and safety and children learn about personal hygiene through the routine. Children know when and why they need to wash their hands. Space is utilised to allow children move freely from activity to activity choosing to play indoors or outdoors. They have access to a variety of interesting play opportunities to support their learning. There are few opportunities for children to self select. Staff make full use of the curriculum guidance and the system of using their assessments to inform planning is evolving. They consistently use open-ended questioning techniques to support learning. Staff have a firm knowledge of equal opportunities and the environment reflects positive images. There are solid systems in place to support

children with special educational needs and all children have access to the newly developed sensory play area. Staff have a firm knowledge and understanding of child protection issues. The partnership with parents and carers is good. Parents are provided with useful information upon entry and they are invited to contribute to their child's learning. Parents have regular programmed opportunities to look at developmental records. Staff and parents exchange information daily. All necessary documentation is in place. The group have agreed to acknowledge the dosage of medication administered.

#### **What has improved since the last inspection?**

The last inspection was a transitional inspection with no actions, so this section is not applicable.

#### **What is being done well?**

- Staff are deployed effectively. They move skilfully around the room to support the individual needs of the children.
- Children are have access to a wide range of interesting play opportunities and can choose to play indoors or in the garden. Children move freely from activity to activity with confidence and ease. Staff consistently use open-ended questioning techniques to support children's thinking.
- The operational procedures are effective and staff have time, allocated to complete their administration duties.
- The systems in place to support children with special educational needs are effective. All children have access to sensory area including, changing lights, sounds and textures. Children can work in groups or individually with staff.
- The partnership with parent. Parents are provided with useful information. The system in place to keep them regularly informed is effective and parents are invited to contribute their child's learning. Staff work closely with parents to enable children to make progress.

#### **What needs to be improved?**

- documentation; the dosage of medication administered to be acknowledged by parents, children's attendance to be recorded using arrival and departure times
- opportunities for children to select their own resources.

#### **Outcome of the inspection**

Good

### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### WHAT NEEDS TO BE DONE NEXT?

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
3	Provide more opportunities for children to self- select their own resources.
7	Ensure parents acknowledge the dosage of medication administered.

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*