



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 100524

DfES Number: 522233

INSPECTION DETAILS

Inspection Date	24/09/2004
Inspector Name	Lorraine Sparey

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Little Acorns Pre-School
Setting Address	St Luke's Church Hall St Luke Road, Winton Bournemouth Dorset BH3 7LT

REGISTERED PROVIDER DETAILS

Name	Mrs Beverley Kearley
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Little Acorns preschool at St Lukes (previously known as St Lukes playgroup) opened in 1997 and is privately owned. It operates from two rooms in a church hall in Winton, Bournemouth. The premises are situated in a side road behind the main shopping centre. The pre-school serves the local community and surrounding area.

There are currently 24 children aged three to five years on roll, including 16 funded three year-olds. There are currently no funded four year-olds. Children attend for a variety of sessions. The group welcomes children with special needs, and children for whom English is an additional language.

The pre-school opens five days a week during school term-times. Morning sessions run from 9.15am to 12 noon. The preschool also offers a lunch club Monday to Friday from 12:00 to 13:00.

Eight staff work with the children, six of whom hold early years qualifications. Four staff are on training programmes to update their qualification.

The setting receives support from the Early Years Development and Childcare Partnership, and participates in Bournemouth Accredited Assurance scheme, and "Investors in People".

How good is the Day Care?

Little Acorns preschool at St Luke's provides good quality care for children. The preschool offers a welcoming, child orientated environment, the staff work hard to ensure it is inviting and stimulating to both children and parents. They use space and resources effectively and maintain high staff ratios to ensure children are well supported in their learning and confident and happy in their play. There is a broad range of quality toys and equipment available, that the children are encouraged to access independently.

The staff place a high emphasis on promoting safety issues with the children and

providing a safe and secure environment, regular risk assessments are completed. There are good hygiene procedures in place and the children follow established routines regarding hand hygiene. Healthy snacks and drinks are provided. Children with special needs are well supported within the group and the staff demonstrate good understanding of inclusion. All staff have a sound knowledge and understanding of protecting children.

The staff plan a range of stimulating activities and interesting play opportunities for all the children. All staff show a genuine interest in playing and talking with them and they demonstrate a good knowledge of the children's individual personalities. Staff use effective strategies, including regular praise and encouragement, to manage children's behaviour, which the children respond well to.

The staff build very good relationships with parents, providing them with detailed information on their children's progress in all areas of their development and learning. There is a range of policies covering all aspects of the provision, however the complaints policy needs updating.

What has improved since the last inspection?

not applicable

What is being done well?

- Welcoming, and stimulating child friendly environment. The staff work hard to create interesting areas, excellent creative displays on the walls and low level display boards. The staff change the play areas to keep children's interest. The outdoor area is used as an extension to the inside.
- There is a broad range of quality toys and equipment, to meet the needs of all children, which they can freely choose from on low level tables and storage shelves. Additional equipment is rotated to ensure variety.
- Children with special needs are very well supported within the setting and the staff demonstrate good understanding of inclusion, adapting the environment and activities to ensure they are suitable for all children.
- Parents receive detailed information on the setting and are kept well informed of their children's progress and development through various methods. The staff provide regular newsletters and have daily informal discussions

What needs to be improved?

- the complaints policy regarding details of the regulator

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
12	Ensure the complaint's policy includes details of the regulator.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Little Acorns Pre-School at St Luke's provide acceptable nursery education of high quality. The children are making very good progress towards all the Early Learning Goals.

The quality of teaching is very good. The routine is very varied and flexible and the planning of activities is particularly well thought out. It includes a wide range of topics and great diverse learning opportunities. Staff manage the children and their behaviour with consistency and care, using methods wholly appropriate to the stage of development of the children. Staff have an excellent understanding of children's development and the progress through the Early Learning Goals. They extend the children's learning very effectively through their interaction with them.

The leadership and management of the setting is very good, the registered person takes a strong lead. She has clear aims for the group and sets a clear framework for the staff within which they use their talents and skills very effectively. They are highly motivated to continue developing skills through training which has clear benefits to the educational programme and to the children.

Partnership with parents and carers is very good. Staff work well with parents to ensure that they have good background knowledge of each child prior to attending in their first term. A prolonged settling-in period is offered which is extremely beneficial to children who become familiar with the setting and the staff. Very detailed and helpful information is given to parents throughout their child's attendance, including the themes followed, activities planned and their child's achievements and progress.

What is being done well?

- Children are becoming very confident as they settle into Little Acorns. They are beginning to form trusting relationships with other children and with staff. More established children show great delight in attending and seek out specific children to play with.
- Children enjoy listening to stories and many do so with rapt attention. They demonstrate a clear understanding that print carries a meaning through explaining the messages contained in the words displayed around the room.
- The programme for physical development is extremely well planned and offers children excellent and enjoyable opportunities to learn and practice a variety of skills.
- Children take great delight in exploring a wide range of materials and substances and have wonderful opportunities to do so without hurry and with good support from staff.
- The routine is diverse and the curriculum planning is extremely well thought

out. A wide range of topics is included during each academic year and a good variety learning opportunities offered at each session.

- The staff have an excellent understanding of children's development and the Early Learning Goals. As a result, each activity, which the children participate in, is greatly enhanced and their opportunities for learning is increased.

What needs to be improved?

- the availability of information and communication technology for the less able and less confident children.

What has improved since the last inspection?

Progress since the last inspection is very good. The two issues highlighted were the use of print and writing in the setting and staff's knowledge of the Code of Practice for children with Special Educational Needs.

The environment has many words displayed as labels for the children to become familiar with such as "chair" and "washing machine". Children have many, very appropriate opportunities to see, recognise and begin writing their names.

Staff are very knowledgeable and experienced in the care of children with special needs and use the Code of Practice effectively and with good understanding in their day-to-day work with them.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing considerable confidence and beginning to form relationships with their peers. They respond well to encouragement to learning through play with other children and show growing trust in staff. They behave well and are learning how to share and consider the needs and feelings of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen with rapt attention to stories and enjoy participating in them. They are beginning to use sentences to communicate and are developing their vocabulary well. They clearly understand that books and print carry meaning and show an interest in the written word. Children greatly enjoy mark making in a purposeful way.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy and participate in the many opportunities offered during the session for counting and are beginning to show an interest in number problems such as comparing groups of objects. They are beginning to recognise and name shapes in the environment and use language of size in their play. Early stages of calculating is well supported.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are learning a great deal about the world around them. They experiment with substances with enthusiasm and observe the effect of their exploration. They have many opportunities to learn about the natural world through going on a field trip. They learn about their own community and the cultures and the beliefs of others through the curriculum and the learning environment. Less able and less confident children have too little access information technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently in an excellent variety of ways such as running, sliding, jumping and slithering and experiment with different ways of moving. They are developing very good skills with tools and equipment. They are learning a great deal about what their bodies can do through the programme for physical development, which is extremely well planned.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore a vast range of materials with great enthusiasm and emerging skills. They show wonder and interest in what they see and feel and use a range of expressions, gestures and words to describe their experiences. They make good use of the very varied opportunities for imaginative and role play.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- Consider ways to encourage the less able and less confident children to access information and communication technology so that they become confident to handle equipment and develop an interest in using it.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

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.