



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 141104

DfES Number: 537750

INSPECTION DETAILS

Inspection Date 24/11/2003
Inspector Name Mary Daniel

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Little Acorns Pre-School
Setting Address Christys Lane
Shaftesbury
Dorset
SP7 8PH

REGISTERED PROVIDER DETAILS

Name New Covenant Church 296195

ORGANISATION DETAILS

Name New Covenant Church
Address Christys Lane
Shaftesbury
Dorset
SP7 8PH

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 pre-school operates from rooms within the Shaftesbury Christian Centre, situated near to the main town of Shaftesbury. Children have use of a main play room with adjoining area, a quiet room and a sports hall. There is an enclosed, mainly grassed outside play area.

The group provide sessional care for 20 children aged between two years nine months to five years old. Opening times are from 9:30 - 12:15 Tuesdays, Wednesdays and Thursdays, and 10:15 - 1:15 Mondays and Fridays, which is a 'ready for school' session. The Friday session is not operated during the autumn term.

A total number of five staff are available, with a minimum of three present at every session. The majority of staff are qualified in child care or are currently attending training. Children with special needs and those who have English as their second language are welcomed and catered for within the group.

The Pre-School is in receipt of government funding for three and four year olds and currently have two children aged four years and nineteen children aged three years on register.

Little Acorns pre-school work in conjunction with the trustees of the church, who are their governing body. They work closely with the Early Years Development and Child Care Partnership.

How good is the Day Care?

Little Acorns Pre-school is providing good care for children. The staff show a clear understanding of the National Standards, and are fully supported by the church trustees in meeting these effectively, and providing a well organised practice. The pre-school is committed to continual improvement, and form clear policies and procedures to support the general routine. Staff are deployed well and work together competently as a team. The premises are warm, welcoming and attractive with a

good range of resources available, covering all areas of play.

Overall, health and safety procedures are effective in practice, and risk assessments completed. Staff encourage children in good health and hygiene procedures, supporting these with use of appropriate resources. All children are valued and included within the group and their particular needs are recognised and respected. There are positive images of diversity reflected within the general play environment. The group have their own dedicated child protection co-ordinator and a clear policy and support structure in place.

Staff give a caring, reassuring approach to which children respond well and there is a happy, comfortable atmosphere. Activities provided are interesting, and children become involved and absorbed in play. Staff maintain clear, consistent boundaries and children are co-operative and behave well.

Good relationships are formed with parents and their involvement welcomed within the group. They are recognised as their child's first carer and their wishes are respected. Required records for registration are overall in order, and are being reviewed to ensure sufficient details are recorded. Documentation is well organised and stored safely.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The organisation of the pre-school is well managed. The church trustees and staff use the National Standards appropriately to provide a secure group framework of procedures, giving direction in their way forward.
- There is a good range of exciting play activities offered. Children explore and make good use of the wide range of appropriate resources, becoming happily occupied in their play.
- Staff show good care and support for the children, helping them to settle in easily. They show awareness of children's individual needs and ensure each child feels safe and happy to be a part of the pre-school.
- The premises are bright and inviting for children and their families. The rooms are well utilised giving different areas of play and children are provided with a comfortable, exciting play environment.
- Parents are valued and staff work closely with them to ensure their child's needs are met within the group. Staff support children and parents well throughout their time at the pre-school.

What needs to be improved?

- the record of children's information form, to ensure that all the individual

needs of each child can be recorded.

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	Extend the records of children's information to ensure parents are offered full opportunities to record all their child's individual needs.

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

How effective is the nursery education?

Little Acorns Pre-School is of high quality and children are making very good progress towards the early learning goals.

The standard of teaching is very good. Staff provide a happy, stimulating play environment and support children well. Staff are knowledgeable and show a good understanding of the stepping stones, which they promote skilfully with a clearly organised planning system in which they are all involved as a team. Well structured, inviting activities, which are meaningful to children are offered, and a variety of exciting resources are used although access to these are not fully maximised. Good relationships are formed, resulting in children being confident and secure in the group, and they are keen to learn.

Staff recognise each others areas of expertise and show a good awareness of children's individual needs. All children are valued and respected within the group. Staff act as good role models and children learn to be sensitive and kind to each other.

Children with particular special needs are supported well through good liaison with parents and understanding of suitable care and provision. Staff enjoy their role and promote a positive approach to learning with children.

Leadership and management is very good. The church trustees and staff are all dedicated to supporting children and their families. They aim to ensure a clear structure is in place to allow for good organisation and continual development of the pre-school provision. Staff are encouraged in their development through a clear induction and appraisal system.

Partnership with parents is very good. Their involvement is welcomed and they are recognised as their child's first educator. Staff encourage parents to share information on their child's developmental progress. There is clear information available on the activities provided and how these are planned in accordance with each child's needs to help them make progress towards the early learning goals.

What is being done well?

- Staff work very well together and organise the planning of activities efficiently. They extend learning opportunities through use of good effective questioning helping children to think and ask why, how and what if?
- Leadership & management provide clear support and direction. All those involved with the group have the children's welfare as their priority and are committed to continual improvement.
- The activities are interesting, well planned and purposeful to children.

Children are motivated to learn through play and become involved and engaged in activities.

- Children's behaviour is very good. Staff give a positive approach, supporting children in learning to respect and share with others and to negotiate easily.

What needs to be improved?

- the children's access to resources to allow more independence and choice in play.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and settled, and show confidence in their play. They sit quietly and concentrate, becoming absorbed in activities. and are motivated to learn. Staff support children in developing self-esteem, and they show good interaction and care for each other. Children behave well, using 'Mr Take turns' co-operatively e.g. when playing with the bikes. Children develop good social and independence skills, and learn about their home town, as the local lollipop lady, vet and firemen visit.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy listening and joining in with songs and rhymes. They answer to their names in register time and confidently talk with others about their families or recent events. Children learn to link sounds to letters and recognise their names and those of others. They show interest in books and visit the library. They develop good hand-eye co-ordination through purposeful activities, and begin to form recognisable letters that they use with meaning e.g. making lists in the role play café.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children enjoy counting rhymes and are becoming familiar with number names and language, using these spontaneously in play. They recognise numbers of personal significance and talk about their ages. Children learn to sequence and make patterns on a computer game. They solve practical problems by counting how many more cups they need at snack time, and develop an understanding of space, shape and measurement in activities that are interesting to them.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate, explore and observe changes with wonder e.g. melting ice frozen into a hand shape, and enjoy looking at the objects on the 'Wow' interest table. They learn to use the computer, and record their voices on the toy 'ansaphone'. Children develop a sense of time as they discuss recent birthday parties or when they go to 'big' school. They visit their home town and recognise familiar features and learn about their world through the positive images reflected around the play rooms.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently, with control and learn to negotiate space. There are many purposeful opportunities provided, where they use a range of large and small equipment e.g. using spoons to scoop and mix as they make their bird seed cakes. Children develop good hand-eye co-ordination when pouring their own drinks at snack time or in using the computer. They notice changes in their bodies when feeling their hearts beating faster after exercise.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children explore different colours when mixing paints and recognise colour names correctly. They like to sing familiar songs and play their own music. The home corner becomes the vets or a café and children develop their imagination well in role play. Staff are animated story tellers and encourage children's creativity e.g. when using small world toys and puppets to act out the nativity play in which all children are involved. Children show wonder and enjoy singing and acting in the 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 :
- review accessibility of resources to give additional variety and encourage children in making independent choices in play.

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.