



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 109665

DfES Number: 515941

### INSPECTION DETAILS

Inspection Date 26/04/2004  
Inspector Name Alison Large

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Acorn Community Pre-School  
Setting Address Lockerley Village Hall  
Lockerley  
Romsey  
Hampshire  
SO51 0JG

### REGISTERED PROVIDER DETAILS

Name The Committee of Acorn Community Pre-School Committee

### ORGANISATION DETAILS

Name Acorn Community Pre-School Committee  
Address Lockerley Memorial Hall  
Lockerley  
Romsey  
Hampshire  
SO51 0LU

## 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

Acorn Community Pre-school opened in 1991. It operates from three rooms in the village community centre in the Lockerley area of Hampshire. It serves the local area.

There are currently 21 children from 2 years 9 months to 5 years on roll. This includes 11 funded 3 year olds and 4 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs or who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:45 daily.

Five staff work with the children. Two staff have early years qualifications to NVQ level II or III. One staff member is currently working toward a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

The pre-school provides good quality care overall for children aged two years nine months to five years.

The pre-school offers a warm and welcoming environment and space is used well to ensure the children can access various activities and be well cared for. Staff have a consistent approach to their work and are well supported by their committee, they hold regular meetings and staff are encouraged to attend training. All regulatory records and most documentation are in place. However some additions are needed.

The pre-school is welcoming towards children with special needs and staff ensure their individual needs are met. Staff are aware of children's individual dietary needs and drinks are available to the children throughout the session. Staff encourage good hygiene practices with the children and have clear and concise procedures

when dealing with health issues. Staff have an understanding of Child Protection procedures and promote equality and diversity. Children are cared for in a safe and secure environment and staff are aware of safety issues both inside and out.

Staff know the children well and are interested in the things they say and do, and the children are happy and settled. Staff plan a variety of activities to keep the children interested and stimulated. The pre-school provides an outside play area to help the children develop their physical skills. A good range of toys and equipment are provided for the children which help them develop and learn to make choices. Staff are consistent in promoting positive behaviour management and praise and encourage the children.

The pre-school has a good relationship with parents and they are kept informed through newsletters, notice board and the key worker system.

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

Not applicable

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

- The pre-school has a good range of toys and equipment including construction, creative play, small world and role play and staff plan a varied range of activities to support all areas of a child's development. Staff develop good relationships with the children, enjoy their company and the children are happy and settled. Staff spend time talking to the children and are interested in what they say and do.
- The pre-school welcomes children with special needs, and staff are aware of meeting each child's individual need and promote equality and diversity. Children are able to access regular drinks and staff are aware of any individual dietary needs and promote healthy eating.
- Parents are welcomed into the pre-school and staff share information with them and keep them fully informed, parents are encouraged to join the committee and to be included on the parent help rota. Parents have access to the policies and procedures and are kept informed through the parent notice board and regular newsletters.
- The staff have a good awareness of safety issues inside and out, to ensure the maximum safety of the children. Staff promote good hygiene practices with the children and have clear procedures when dealing with health issues.
- Staff have a consistent approach to behaviour management, including giving the children praise and encouragement. Staff make good use of the space provided to ensure the children are well cared for.

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

- lost child procedure

- consent to seek emergency medical advice and treatment
- incident book.

### 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   |
|-----|--|
| 2   | Expand the procedure for a lost child, to include the procedures the pre-school will follow in the event of a child being lost |
| 7   | Request written permission from parents for seeking emergency medical advice or treatment                                      |
| 11  | Implement the use of an incident book to record significant concerns   |

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

### How effective is the nursery education?

The provision for nursery education at Acorn Community Pre-school is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals in all six areas of learning. They are making very good progress in mathematical, physical and creative development.

The quality of teaching is generally good. Staff plan an exciting and varied curriculum across all areas of learning. They use the wide range of resources well to create an inviting environment and present activities in a lively manner to inspire children's interests. Staff work well together and form easy and trusting relationships with children. They provide positive role models and use effective behaviour management strategies so children know what is expected. Staff are developing their knowledge and understanding of the early learning goals and are in the process of implementing improved systems for planning and assessment, which will help ensure activities are delivered at the right level. Staff are very good at presenting activities, responding to children's interests and extending children's language and understanding.

Partnership with Parents is generally good. Parents are provided with a good range of information about the provision. They are kept up-to-date with regular newsletters and the notice board. Parents share information with staff on a daily basis and appreciate the friendly and approachable staff. Some parents would like more details of their progress and achievements, so parents meetings have been proposed.

Leadership and management is generally good. There is a clear structure in place to support staff and promote partnership with parents. The group has an action plan for development and actively seeks advice and training. However they have not implemented a system to monitor or evaluate the effectiveness of the new planning and assessment methods. Management has high expectations for children and is committed to improvement.

### What is being done well?

- Clear leadership and management, as well as partnership with parents, provides a sound foundation for children's learning. Children are keen, enthusiastic and demonstrate increasing confidence.
- The role-play area is well planned and used effectively to promote children's learning and imagination through practical activities. Children learn to dress themselves and use different tools. They develop their social skills and language through interactions with staff and each other.
- Children have space and resources to develop their physical skills. They have time to practice and repeat activities to improve confidence and control.

- Staff effectively support children's mathematical development. They encourage their interest in numbers and problem through everyday routines and activities.

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

- evaluation of the planning and assessment
- the use of the book corner and opportunities to see written words
- opportunities to develop independence.

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

Very good progress has been made since the last inspection when the following points for development were raised:

provide more activities for children to explore subtraction, such as "taking away" and "find one less than" to compliment the very good range used for addition. Children explore mathematical concepts such as more and less during a variety of activities such as number rhymes and when building with bricks.

further develop children's growing enthusiasm for exploring and investigating by providing opportunities for closer examination such as taking things apart to see how they work. Children investigate a variety of objects and materials through topics such as growing, when mixing different mediums and when taking a clock apart.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested, keen and motivated. They are developing confidence and self-esteem with effective support from staff. Most form good relationships with adults and each other. They have a growing awareness of the expectations of the setting and behave well. Most move around confidently and can manage their own personal care. However there are few opportunities for children to select resources or develop independence further. Children are learning to show respect for each other.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing confidence in communicating with others. They listen attentively and contribute at circle time. They initiate conversations with staff and each other. A range of books is available, although few use the book corner. Children engage in a variety of activities to develop their pre-writing skills. Many attempt mark-making during role-play, although opportunities are missed to link with familiar words. Most recognise their name and some identify the letter of the week.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Many children count confidently and recognise numbers up to nine. They are interested in number problems and work out how many girls and boys are present. Some add on late arrivals. Children join in enthusiastically with number rhymes. They explore shape, space and measure during practical activities. They predict which is the heaviest and count ingredients when cooking. Many identify shapes, explore volume with different mediums, investigate patterns and solve problems with puzzles and cogs.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are interested in the world around them and use their senses to investigate objects and materials. Visitors bring topics alive, stimulate children's curiosity and encourage them to ask questions. They observe and find out about the natural world when growing plants and visiting the farm. More able children have few opportunities to explore simple functions using technology. Children use tools and materials competently when building and constructing their own designs.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children are developing control over their bodies. Many move with confidence indoors and outdoors. They develop spatial awareness when sitting on the mat, sharing tasks and squeezing themselves or objects into confined spaces. Staff encourage an awareness of healthy practises regarding eating and hygiene. Many demonstrate increasing control when using a range of small and large equipment. They handle tools skilfully when cutting, painting and pouring. They work co-operatively when sweeping up.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children are developing confidence in expressing themselves creatively. They experiment with a range of media, materials, textures and colours, creating their own 2D and 3D models. The well-resourced and exciting role-play area encourages imaginative play. Children dress up and care for toys at the vets. They recreate the visit from the nurse in the hospital area. They enthusiastically join in with familiar rhymes and songs. They explore sounds of instruments and sing loudly and softly.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES**

- implement a system to evaluate the effectiveness of the planning and assessment to ensure children are making progress towards the early learning goals in all areas of learning and activities are delivered at the right level
- develop the book corner to encourage children to choose books and provide examples of written words to help them in their mark-making
- increase opportunities for children to operate independently within the setting and select resources for themselves.

*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.*