



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 142977

DfES Number: 519772

### INSPECTION DETAILS

Inspection Date	11/11/2003
Inspector Name	Pauline Margaret Bailey

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Acorns Pre-School
Setting Address	Paradise Crescent Evercreech Somerset BA4 6EH

### REGISTERED PROVIDER DETAILS

Name	Acorns Pre School 1027458
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### ORGANISATION DETAILS

Name	Acorns Pre School
Address	Paradise Crescent Evercreech Shepton Mallet Somerset BA4 6EH

## 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

Acorns Pre-school is situated in the grounds of Evercreech Primary School, Evercreech, near Shepton Mallet. Children attending are drawn from the local area and the nearby town of Shepton Mallet.

The group is registered for 26 children aged between 2 - 5 years. It offers 5 sessions per week Monday - Friday 9am - 12 noon term time only. There are currently 29 children on roll, 12 of whom are funded three year olds and five funded four year olds. No children attending have special educational needs or English as an additional language.

A supervisor, deputy and three assistants work with the children. All are suitably qualified. The group is well supported by its management committee and receives input and advice from the local Early Years Development and Childcare Partnership.

### How good is the Day Care?

Acorns Pre-School provides good care for children. All staff are qualified and attend on-going training. It is well organised with a detailed and effective operational plan. Staff are well qualified and offer good support for the numbers of children attending. The setting offers a warm, welcoming environment with lots of pictures, posters, wall displays and samples of children's work. Good quality furniture is provided and good quality toys and equipment available for children to use. All records, policies and procedures in place, stored securely and available to parents.

Staff give good regard to security and safety. They have a good awareness of health and hygiene procedures and practice. Children are provided with regular snacks and drinks during the session and staff are aware of any possible allergies. Key workers know children well and all staff have a good understanding of equal opportunities. Staff members have attended training in child protection. A special educational needs co-ordinator is in place and staff have knowledge of Somerset Total Communication (sign language), which is used daily with the children.

A broad range of resources and activities are offered at each session. Children are encouraged to make decisions about their play. They are involved and interested and relate well to adults and each other. A behaviour management policy in place and staff/parents are familiar with it. Praise and encouragement is given readily throughout the session.

Parents have very good relationships with the setting and are well informed about routines, activities and the daily programme.

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

There were no actions set at previous inspection.

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

- Broad range of resources and activities offered at each session. Children encouraged to make decisions about their play. They are involved and interested and relate well to adults and each other.
- Warm, welcoming environment bright and interesting, with lots of pictures, posters, wall displays and samples of children's work. Well organised storage of equipment and resources, clearly labelled.
- Parents have very good relationships with the setting and are well informed about routines, activities and the daily programme. They are invited to join the committee, share skills and expertise and be involved in their child's learning.

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

- the deployment of staff during the session.

#### **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	Plan the deployment of staff throughout the session to ensure children are fully supported in their learning.

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

### How effective is the nursery education?

Acorns Pre-school is delivering generally good provision and children are making effective progress towards the Early Learning Goals.

Teaching is generally good. Staff have a sound awareness of the Early Learning Goals. their chilActivities planned for children are interesting and exciting and they are making progress. Staff provide good support for children in most areas but are not deployed effectively throughout the session, resulting in some learning opportunities not being fully utilised. Good support is provided for a child with special educational needs. There are no children attending with English as an additional language.

Planning is generally good. The preschool has developed a curriculum which includes all areas of learning and plans are in place for every session. More detailed information is prepared for the weekly session intended solely for those children entering school at the start of the next academic year.

Leadership and management is generally good. The management committee is a valued part of the setting and works closely with parents and staff in order to provide good education for children. Provision is monitored regularly, new equipment purchased when required and staff encouraged to attend training. The setting does not have a staff appraisal system.

Partnership with parents and carers is very good. They are given detailed information about the setting, daily routines, activities and the educational programme. There are many opportunities for parents and carers to be involved ind's learning.

### What is being done well?

- Children are confident and capable, they respond well to new activities and experiences and have a good sense of the community in which they live.
- Children are learning about the natural world through a variety of activities. They are gaining an awareness of their local area and becoming familiar with other cultures and lifestyles.
- Children are provided with a literate environment. They enjoy stories, make good use of language and interact well with adults and each other.

### What needs to be improved?

- planned occasions within the daily programme to introduce children to books and encourage independent use.

- the deployment of staff within the daily programme to support children's learning.
- the ways in which children's learning is extended at all sessions, particularly in the areas of literacy and mathematics.
- opportunities for children to develop free expression during creative activities.
- the appraisal system for all staff.

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

The setting was previously inspected six years ago. There has been a complete change of staff and programme since that inspection. No report was available.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are enthusiastic about new activities and experiences and are able to take responsibility for their own learning and self care. They are confident and capable, relate well to adults and each other and have a good sense of the community in which they live.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children currently attending are all funded three year olds, with no funded four year olds. They make good use of language, interact confidently and enjoy songs and rhymes. They are familiar with stories and able to contribute to the telling of favourite tales. Formal occasions to develop pre-writing skills are provided through planned learning activities one day a week, but there are few daily opportunities to extend their knowledge and skills. Children do not readily access the book corner.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are learning about mathematical concepts through spontaneous play activities and stories, songs and rhymes. Planned activities for Friday sessions and displays around the room introduce them to number, shape and size. Children are developing an awareness of mathematics at these sessions but they are not sufficiently challenged on other days of the week.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are learning about the natural world through a variety of activities and developing skills in building and construction with assorted materials and equipment. They are gaining an awareness of their local area through outings, events and visitors to the group. Staff introduce children to other cultures and lifestyles through activities and appropriate resources.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children experience a wide range of activities which help to develop gross and fine motor skills. They are developing a good sense of space and self and an awareness of their own physical needs. They are confident in the use of tools and construction equipment. Daily opportunities are limited for children to practice and extend their fine motor skills in areas such as writing or using scissors.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Many planned and spontaneous play activities are offered during the session which encourage children to use their senses and explore music, art, singing and craft work. Good quality resources support their imaginative play. Samples of work and displays on the wall show children have access to a wide range of interesting art materials. There are limited opportunities for children to create pieces of work which are totally their own because of over direction and preparation by adults.</p>	

**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**

- Plan occasions within the daily programme which introduce children to books and encourage independent use.
- Deploy staff more effectively within the daily programme in order to support children's learning.
- Identify ways in which children's learning can be extended in all sessions, particularly in the areas of literacy and mathematics.
- Provide opportunities for children to develop free expression during creative activities.
- Introduce an appraisal system for all staff.

*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.*