



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 122751

DfES Number: 580869

### INSPECTION DETAILS

Inspection Date 15/07/2004  
Inspector Name Joanne Lindsey Caswell

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Little Acorns Pre-School  
Setting Address The Village Hall  
Ship Hill, Tatsfield  
Westerham  
Kent  
TN16 2NL

### REGISTERED PROVIDER DETAILS

Name The Committee of Little Acorns Pre-School

### ORGANISATION DETAILS

Name Little Acorns Pre-School  
Address Tatsfield Village Hall  
Tatsfield  
Westerham  
Kent  
TN16 2NL

## 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 has been established in Tatsfield, since the 1960s.

The group operates from the village hall in the centre of Tatsfield. Children have access to a large hall and an adjoining entrance area which is used for story sessions and quieter activities. An outside area is used for outdoor play all year round, weather permitting. Toilets are easily accessible to children. The group primarily serves the village of Tatsfield, although some children attend from the surrounding towns.

There are currently 38 children, aged from two to four years, on roll. This includes ten funded three year olds and 15 funded four year olds. The group is experienced in supporting children with special educational needs. There is currently one funded child present, for whom English is an additional language.

The group opens, from Monday to Friday, during term time only. Sessions are from 09:15 to 12:15.

A team of seven staff work with the children. Two of these hold a recognised early years qualification - Diploma in Playgroup Practice (DPP). One staff member is currently undertaking DPP training and two staff are due to commence training. Additional training is encouraged for all staff. Most staff have first aid certificates.

The group is a member of the Pre-School Learning Alliance and receives regular support from an Early Learning Assistant from the Surrey Early Years and Childcare Service.

### How good is the Day Care?

Little Acorns Pre-School provides good quality care.

Staff work well together as a supportive and dedicated team and are committed to providing high standards of care. The pre-school is well-managed and the daily routine is organised well, enabling children to participate in an extensive range of

activities. The premises are maintained to a high standard and provide a welcoming and stimulating environment. Resources are plentiful, of good quality and are easily accessible to children. Regulatory documentation is maintained to a high standard, although some minor details are missing.

Staff are extremely vigilant regarding children's health and safety. Good procedures are in place to ensure safe practice and children are taught the importance of safety and good hygiene routines as part of topic work, such as information on road safety and the importance of regular hand washing. All staff promote anti-discriminatory practice within the daily routine. Activities are adapted, wherever necessary, to ensure all children can participate at their individual level. Staff are experienced in supporting children with special educational needs and good provision is in place to manage this. Staff are aware of their responsibilities regarding child protection issues and some staff have undertaken relevant training.

Staff organise a stimulating and varied range of activities, ensuring children are busy, occupied and challenged accordingly. All activities are well-planned to promote children's overall developmental needs. Staff develop strong relationships with children and manage behaviour effectively, by promoting a fair and positive environment and recognising achievement.

Staff develop strong relationships with parents and good procedures are in place to ensure parents are fully involved in their children's care and learning. Staff offer a welcoming environment for parents and exchange information with them on a daily basis regarding their children's progress.

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

Not applicable.

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

- Staff provide a wide range of play and learning opportunities, incorporating all areas of the Foundation Stage curriculum. Children enjoy a well-balanced daily routine and have access to a good selection of free play and structured activities.
- Staff interact very well with children and form strong relationships with them. Children are very happy and approach staff confidently.
- Staff provide a very relaxed, happy and caring environment. They are aware of children's differing needs and provide for them accordingly.
- Staff are aware of good hygiene practice and ensure children are taught about the importance of safety. Good provision is in place to keep the premises secure and safe.
- Staff promote equality of opportunity to children well. All activities are adapted to ensure all children can participate fully and children are introduced to diversity within society, through the celebration of different festivals and customs and by playing with resources which reflect diversity

positively.

- Staff work well together as a strong, dedicated and professional team. They are committed to providing high standards of care and are pro active in developing their skills and knowledge.

**An aspect of outstanding practice:**

The organisation of the pre-school is very good. Effective procedures, comprehensive policies and clear staff deployment structures enable the daily routine to run smoothly and for staff to be well-informed of their differing areas of responsibilities. This ensures children's individual needs are fully addressed and their progress to learning is encouraged and stimulated accordingly.

**What needs to be improved?**

- the details included in the complaints policy

**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	Amend the complaints policy to include details of the regulator.

## 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 Little Acorns Pre-School is acceptable and is of high quality. Children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff form very positive relationships with children and identify their differing needs well. They provide a wide range of curriculum activities and adopt practical, fun-based teaching methods to encourage children to enjoy learning, such as practising road safety with the ride-on toys and encouraging creative role play. Staff plan an interesting range of topics and themes and ensure all areas of the curriculum are covered. Staff have a good working knowledge of the Foundation Stage curriculum and the stepping stones to learning and these are clearly recorded on all plans. Staff manage children's behaviour very well and promote a fair and positive environment, which children respond very well to.

The leadership and management of the pre-school is very good. Staff are encouraged to develop their professional skills and undertake further training. Staff are dedicated to providing a high quality service and ensuring continual improvements are made, wherever possible, to improve overall standards. Effective staff deployment ensures children receive plenty of individual attention.

Partnership with parents is very good. Parents are kept informed of their children's progress and are encouraged to be fully involved in their children's education and are welcomed into the pre-school at all times. Parents receive information about the early learning goals and Foundation Stage curriculum and effective procedures enable parents to be fully informed of their children's progress.

### What is being done well?

- Children are confident and sociable and show an interest in their surroundings. They show curiosity and motivation to learn and acquire new skills.
- Children's communication skills are developing well. They have good language skills and engage in conversation with both adults and other children. They enjoy looking at books and are developing good writing skills.
- Children's mathematical skills are good. They show an understanding of concepts such as number, shape, size and pattern and implement these in daily activities.
- Children's behaviour is very good. They show courtesy and respect for one another and are developing an understanding of other people's needs.
- Staff develop very good relationships with parents. They offer a welcoming

environment and encourage parents to take an active part in their children's learning.

- Activities are well-prepared and resources are used well. Staff have a clear understanding of how children learn and ensure children are provided with sufficient challenge.
- Staff utilise all the learning opportunities available to children, both inside and outside. The learning environment is organised well, enabling children to play freely, explore and investigate.

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

- the opportunities for children to pour their own drinks during snack time

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

At the last Ofsted inspection in July 2000, no key issues were raised, but two points for consideration were identified.

1) Although adult-led activity plans show clear aims for learning, other plans do not. Staff should further develop planning to show clear goals for learning so that children's learning is clearly and effectively supported in all aspects of each programme.

To address this, staff have reviewed the curriculum planning format, to ensure all plans clearly state intended learning outcomes and the planned aspects of learning to be addressed. As a result of this, staff are clearly aware of the learning intentions for all activities, both adult-led and free play activities, and children's progress towards all six areas of learning is monitored effectively.

2) There is insufficient provision for children's climbing and balancing skills during the summer term, but provision is good during the autumn and spring terms. This gives rise to a planning point which will extend the opportunities children have to develop and extend these particular skills.

To address this, staff have reviewed the organisation of all sessions throughout the year, and provision is now available on a daily basis for physical activities. In addition to the outside play area, where a selection of physical resources are available, children enjoy indoor physical play on a daily basis. Staff have reviewed the layout of the indoor play space, to provide a designated physical play area. Children have access to a very good range of resources enabling them to practise skills in climbing, balancing, crawling, jumping and use wheeled toys on a daily basis.

Staff have made very good progress in addressing these two points.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and happy and are developing good skills in independence. They show care and consideration for one another and are beginning to understand the needs of others. Children develop very strong relationships with adults and their peers and understand the importance of sharing and co-operation. They concentrate well and remain focused on activities. They show interest in their surroundings and are motivated to learn. Children behave well and clearly understand boundaries.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have good language and conversational skills. They extend their vocabulary as they explore new topics, ask questions and enjoy books and stories. Children listen well and contribute confidently during group discussion. Children's writing skills are progressing well and there is good provision to practise writing in activities such as role play. Children have a very good understanding of letters and sounds and understand that print and text carry meaning.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's mathematical skills are developing well. They use numbers confidently and are able to count competently to at least 20. They are introduced to a range of mathematical concepts such as calculation, shape, size and weight through practical activities, such as role play, cooking, computer programs and sorting activities. Children have a good understanding of shape and are able to name and compare both 2D and 3D shapes such as stars, hearts, pentagons, cones and cylinders.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate as they undertake science experiments and observe the weather daily. They use a range of resources to investigate natural materials, such as binoculars and magnifying glasses. Children are developing a very good understanding of using electronic equipment, such as cameras and electronic toys and use the computer competently. Good provision is in place for children to learn about the local community and develop their understanding of the wider world.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children's physical skills are developing well. They use a range of equipment and move confidently in a number of ways, such as climbing, crawling and balancing. Children are developing a clear understanding of how their bodies work and use their senses in a number of ways. Children have good co-ordination and use tools such as writing materials, scissors, chopsticks and cooking utensils with skill, although there are missed opportunities for children to pour their own drinks at snack time.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children express themselves freely through a wide range of creative activities. They experiment with art materials and enjoy regular music and drama activities. Very good provision is in place for role play and children develop their imagination in pretend settings, such as the garden centre, hospital, cinema and police station. Children use their senses to explore texture, sound and taste and enjoy sensory play as they experiment with sand, water, dough, shaving foam and peat.

**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:
- continue to utilise all the opportunities available throughout the daily routine to encourage children to practise physical skills, particularly during snack time, by enabling children to pour their own drinks.

*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.*