



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 127323

DfES Number: 584345

INSPECTION DETAILS

Inspection Date 05/11/2004
Inspector Name Margaret, Ann Sandfield

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Little Acorns Pre-School (Folkestone)
Setting Address Folkestone Baptist Church
Hill Road
Folkestone
Kent
CT19 6LY

REGISTERED PROVIDER DETAILS

Name The Committee of Little Acorns Pre-school

ORGANISATION DETAILS

Name Little Acorns Pre-school
Address Folkestone Baptist Church Hall
Hill Road
Folkestone
Kent
CT19 6LY

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 is a committee run group with charity status. It opened in 1986 and operates from three rooms on the Baptist Church premises in Folkestone.

It is situated in a largely residential area within reach of local amenities. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 09:15 to 12:00 Monday to Thursday and 13:30 to 16:00 Friday, term time only. All children share access to a secure enclosed outdoor play area.

There are currently 28 children aged from 2 to under 5 years on roll. Of these 17 children receive funding for nursery education. Children come from a local catchment area as the nursery mainly serves the local community. The nursery currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs six staff. Three staff, including the manager, hold appropriate early years qualifications. Three staff are working towards a qualification.

How good is the Day Care?

Little Acorns pre-school provides a good standard of care. Older children are very confident, independent, happy and relate well to staff and each other.

Staff plan and provide the necessary facilities and provide a range of activities and play opportunities, which develop children's emotional, physical and intellectual capabilities. The premises are safe, secure, suitable for their purpose and are welcoming to children. They have good access to a wide range of toys, resources and equipment that are of a suitable design and condition, well maintained and conform to safety standards.

Staff take positive steps to promote children's safety within the setting and ensures proper precautions are taken to prevent accidents. They demonstrate a very good understanding of how to promote the health of children and follow procedures to

prevent the spread of infection.

Parents demonstrate that they are happy with the standard of care their children are receiving, They are given clear information about the provision including policies and procedures, information about how staff plan and provide care and educational experiences for their children. Parents and staff share all relevant information to enable children to have their needs met in accordance with parents wishes.

What has improved since the last inspection?

The provision has made generally good progress to address the recommendations from the last inspection.

Children now have access to hot and cold running water as it has now been regulated, basins lowered and soap dispensers provided.

Health & Safety at Work legislation is adhered to. There is a poster detailing legislation, including supervisors name as the leader of the group . However this needs to be changed and put in the name of the nominated health & safety officer.

What is being done well?

- Suitable arrangements are in place to protect children from persons not vetted. Staff are deployed effectively and are vigilant about children's safety at all times. There are effective systems in place for the safe arrival and departure of children. Fire safety notices are clearly displayed.
- The premises and outdoor play area are safe, secure, clean, warm welcoming and suitable for their purpose.
- Staff provide a broad range of child size furniture, equipment and toys that are appropriate for their purpose and helps to create an accessible, safe and in the main stimulating environment for children, which promotes their learning in all areas.
- There are very good procedures in place in the event a child is sick or when there is an accident. Staff are actively encouraging good health and hygiene practices.
- Most children are actively included and their differences acknowledged.
- There are very good systems in place for the regular exchange of information between parents/carers and staff members. Staff work in partnership with parents to meet the needs of the children, both individually and as a group. Parents are very happy and satisfied with the service their children are receiving.

What needs to be improved?

- the organisation of space to meet the needs of children of varying ages and stages

- the development of the book corner to create a stimulating and inviting area that meets the diverse needs of all children
- the food and drinks policy that reflects current practices
- the equalities and diversity policy that reflects current practices
- the recording of daily messages in order that confidentiality is maintained.

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
4	Review organisation of space to ensure all children's needs are being met.
5	Ensure the book corner is inviting and stimulating.
8	Ensure food and drinks policy reflects practice.
9	Ensure equalities and diversity policy is reflected in practice.
14	Ensure confidentiality is maintained with all information being recorded.

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

How effective is the nursery education?

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff know children well and have a secure understanding of how children learn and the early learning goals. The teaching methods in the main challenges children and enables them to learn and progress. However more able children need to be set more challenges. There are very good relationships within the group and staff work very well together. They plan effectively, which is supported by a wide range of good quality indoor resources. Children have opportunities to be fully independent.

Leadership and management is generally good. They are happy to delegate tasks and as a result work very well together as a team. The staff team appear knowledgeable and well motivated, which impacts positively on the children's play experiences and ensures they are happy, confident, interested, enthusiastic and involved in their play.

Partnership with parents is very good. Staff place a great deal of emphasis on working in partnership with parents, actively seeking parents views and encouraging them to share knowledge of their children's needs. They provide very good information about the provision including evidence on how activities relates to the early learning goals and the experiences their children are receiving.

What is being done well?

- Staff use good questioning skills and as a result most children are developing language skills well. Children respond to experiences and are enthusiastically asking questions, taking turns to speak, expressing views and communicating their thoughts and ideas confidently, during very well planned small and large group activities e.g. calendar/ weather time and reflecting on previous craft activity.
- Staff have clear boundaries for behaviour and are good role models. As a result children behave well.
- Children choose confidently from a good range of indoor resources and move freely from one activity to another.
- Children are given opportunities to understand that print can be used for a variety of reasons through the use of word labels and posters. They are given good opportunities to practice mark making through the provision of a suitably adult supported and stimulating role play activity, which also extends their language skills through staff's use of good questioning skills e.g. doctors surgery and supermarket role play areas.

- Children have opportunities to develop mathematical ideas and methods to solve problems and to count and compare numbers to two groups of objects e.g. bear and weighing activity.
- Children have experiences of interesting topics and activities that encourages them to compare similarities, differences, patterns and change, finding out about their environment and talking about events in their own lives.
- Children have very good opportunities to use a wide range of tools and equipment. They have opportunities to take part in energetic play throughout the session including an innovative music and movement session. Most children sing simple songs and action rhymes from memory with enthusiasm.
- Children explore a stimulating range of media and materials during practical every day play. activities, including role play and when actively involved in their 'craft' activity.

What needs to be improved?

- the regular opportunities for all children to understand that people have different needs, views, cultures and beliefs which need to be treated with respect
- the opportunities for more able children to write their own name independently
- the formal assessment of activities to ensure all children are being fully challenged
- the opportunities for children to re-enforce their counting skills
- the opportunities for children to use computer technology
- the opportunities for children to practice fine motor skills
- the opportunities for children to regularly experience good quality outdoor play using large apparatus

What has improved since the last inspection?

The Pre-school have made generally good progress since the last inspection. All actions set at the last inspection have been addressed to varying degrees as follows:-

Introduction of long, medium and short term plans identifying what children need to learn next, and assessment tick lists to reflect the early learning goals to some degree.

Provision of good opportunities for children to attempt writing both formally and informally e.g. writing over name labels and mark making equipment and blank books in doctors surgery and supermarket.

All Children are involved in opportunities to count during practical play experiences

e.g. some lining up times and during action rhymes.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Staff are sensitive to the needs of the children and know them well. As a result children are confident, interested, enthusiastic and are entirely involved in their play and learning. Children choose between activities and select resources for themselves. However, not all children have opportunities to have their views, culture and beliefs fully recognised. They demonstrate an understanding of agreed codes for groups working together harmoniously.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate well as a result of the adult to child interaction. They are given meaningful opportunities to extend their language through use of questioning techniques during everyday practical play. Children are actively encouraged to communicate their thoughts and feelings and explore new ideas. They are given good opportunities to understand that print can be used for a variety of reasons. More able children lack opportunities to practice writing their name.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have practical opportunities to learn to recognise and say number names in everyday activities, with children counting up to 11 in line and later up to 22 during an adult led activity. This was not regularly re-enforced throughout the session. There were some opportunities to use mathematical ideas to solve problems and compare shape, position, size, and quantity. Staff do not regularly use appropriate questioning techniques, naturally to build on what children know.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children extend their understanding in this area through the provision of range of practical activities and planned topics and resources using all senses. They talk confidently and enthusiastically about events in their own lives and those of others during snack time. They experience a variety of topics and activities, comparing similarities, differences, patterns and change.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are provided with a variety of tools and equipment and as a result they are developing their manipulative and co-ordination skills well. They handle a variety of objects, construction and malleable materials safely and with increasing control. They have frequent opportunities for basic outdoor play and exciting music and movement activity and as a result children move around confidently, safely, in control and co-ordination.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore a range of media and materials, colour, texture, shape and form during practical play activities and when actively involved in various imaginatively resourced, realistic role play experiences. They sing simple action rhymes, matching movement to classical music with imagination, enthusiasm, confidence and interest. They are provided with experiences to explore, express and communicate ideas using all senses as a result children communicate ideas confidently.

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

- provide regular opportunities for children to understand that people have different needs, views, cultures and beliefs which need to be treated with respect
- provide regular opportunities to compare shape, position, size, and quantity through the varied range of resources.
- provide opportunities for children to re-enforce their developing counting skills or to compare numbers, practice addition and subtraction, counting and comparing numbers of two groups of objects and to use mathematical ideas to solve problems through practical routines
- provide opportunities for children to practice fine motor skills during everyday routines.

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.