



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 148662

DfES Number: 513869

### INSPECTION DETAILS

Inspection Date 24/11/2003  
Inspector Name Claudia Padfield

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Little Acorns (Colleton) Pre-School  
Setting Address Colleton School  
Colleton Drive, Twyford  
Reading  
Berkshire  
RG10 OAX

### REGISTERED PROVIDER DETAILS

Name Little Acorns Colleton Pre-school 1075323

### ORGANISATION DETAILS

Name Little Acorns Colleton Pre-school  
Address Colleton School  
Colleton Drive, Twyford  
Reading  
Berkshire  
RG10 OAX

## 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 (Colleton) Pre-School is situated in the grounds of Colleton School on the outskirts of Twyford, a small Berkshire town. The majority of the children currently attending represent the local community and come from Twyford or the surrounding villages, where the housing is mostly privately owned.

The pre-school was established approximately 28 years ago in a large building with its own outside play area. It also makes use of some of the facilities within the school. It operates on weekdays during school terms and is open from 09.00 until 11.30 and 12.35 until 15.05. A lunch club operates between 11.30 and 12.30. The afternoon accommodates rising four children; these sessions are more structured and are designed to cater for the needs of the older children. Nine members of staff are employed to work with the children. The Pre-School is managed by a committee of pre-school parents and has strong links with the Pre-School Learning Alliance and has an emphasis on learning through play.

### How good is the Day Care?

Little Acorns (Colleton) Pre-School provides good quality day care for children. Children are happy, confident and secure in their surroundings. The staff team interact well with the children and parents; good relationships were evident. They make good use of the premises, with easy access for the children to make choices during their play.

Children's safety is a priority however the inner door had a blocked visual access to the view behind. Staff carried out risk assessments and removed curtain to increase visibility. The staff team provide good role models and promote health and hygiene throughout the sessions. Children understand and follow good routines in the bathroom.

Staff have a consistent approach to their work they are well deployed throughout the session providing lots of one to one support during free play. Staff

are caring and sensitive to the children's needs and children's behaviour is managed well. Staff use effective praise and encouragement which fosters good self esteem. The management and staff assess the group's strengths and weaknesses on a regular basis and strive to improve the service.

Partnership with parents is good, parents help on a regular basis and support the group by helping to form the management committee. The friendly staff team share and update parents verbally about their child's achievements as required.

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

Not applicable

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

- Staff provide stimulating and interesting learning opportunities which are regularly evaluated and adapted to meet the needs of the children.
- Children participate in activities enthusiastically and are motivated to explore and extend their learning.
- Staff praise and encourage positive behaviour and unacceptable behaviour is dealt with calmly and sensitively. Children learn right from wrong.
- Partnership with parents is effective, they are warmly welcomed and provided with good information about the setting and their child's progress.

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

- safety issues within the premises need to be continually explored and identified.

#### **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**

<b>by the time of the next inspection</b>	
<b>Std</b>	<b>Recommendation</b>
6	Explore and identify any safety issues with in the premises.

## 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 of high quality. Children are making very good progress towards the early learning goals.

Teaching is very good. Staff provide children with a stimulating and interesting environment using topics and resources to enhance the children's learning opportunities. Staff support the children and use good levels of praise to boost self esteem. Children behave well in response to staff's high expectations. The staff team interact well with the children engaging them in conversation, encouraging them to listen and think. At times in the daily routine children become restless and find concentrating difficult.

The new systems in place to assess the children's learning are in use effectively, to enhance planning. Staff key work the children and complete regular observations on the children's progress. Support for children with special needs is in place and regular opportunities occur to liaise and share practise with outside agencies.

Leadership and management is very good. The staff team are effectively deployed to benefit the children's learning. Staff plan and prepare activities meeting the various levels of challenge for all children who attend. The managing supervisor has a positive attitude to managing change and is receptive to new ideas and regular training for staff. This has a positive effect on the groups continued development.

Partnership with parents is very good and they actively work to contribute to the children's learning. There are frequent newsletters and parents share observation on their children's progress.

### What is being done well?

- Staff create a well planned and stimulating environment where children are able to make choices during their play and become independent learners.
- Children's personal, social and emotional development is very good. Staff are skilled in allowing children to be confident, use their initiative and become independent learners.
- Children are developing positive relationships with adults and peers, through frequent opportunities for language related activities, encouraging communication and negotiation.
- Staff have a secure knowledge and understanding of how children learn and use the early learning goals to plan effectively. Children have good opportunities to explore shape and number through everyday activities.

**What needs to be improved?**

- routines and learning opportunities need to be continually monitored and evaluated in order to make the best of children's learning.

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

The group has made very good progress since the last inspection. The new managing supervisor has implemented, more detailed learning objectives for activities; these are related to each child's individual needs.

Detailed plans are now in place covering the early learning goals and children have individual play plans.

Parents are now invited to spend time at the four plus sessions in the afternoon. During this time staff spend time sharing information regarding the children's progress.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have positive attitudes to learning. Relationships are good and children show consideration and support for others. They are confident in their interaction with staff and can express themselves well. Children respond well to the clear expectations for behaviour. Children are respectful and show sensitivity to others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate and listen well to each other and adults. Staff provide good activities which appropriately foster language and literacy skills. Staff provide a range of good opportunities for children's early name and letter recognition. Staff continually use open-ended questions when talking to the children. Children spoke confidently to staff, visitors and each other. Children enjoy books and spend time looking at books for enjoyment.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Through planned activities, children have the opportunity to compare size and shape. Staff make good use of mathematical language during all activities. Children have a good understanding of matching and counting. The provision of practical mathematical activities by staff set children appropriate challenges.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are confident when exploring and investigating during play situations. They use the computer effectively and have a range of appropriate software to support the children's learning. Children have on offer a good range of resources for construction, which they use appropriately. Children talk about past and present events in their own lives, and effectively learn about the lives of others.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children enjoy a variety of physical opportunities within the day-to-day curriculum. Children handle tools, materials and objects safely and with increasing control. Children move confidently within the setting showing a good awareness of space for each other. The children have a good understanding of healthy routines " We wash our hands before" supporting younger newer children to the group.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Every day opportunities give children the provision to explore colour shape and texture. They enjoy expressing their ideas through a good range of activities such as role play, collage, painting and movement. The children have a lively sense of humour that is appreciated by the staff team, who develop this further through a variety of role play and imaginative sessions.

**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:
- to continue to monitor and evaluate the children's learning in order to make best use of routines and learning opportunities.

*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.*