



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 316842

DfES Number: 534328

### INSPECTION DETAILS

Inspection Date	22/02/2005
Inspector Name	Jannet Mary Richards

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Little Acorns Pre-School
Setting Address	Parkhills Road Horne Street Bury BL9 9AU

### REGISTERED PROVIDER DETAILS

Name	The Trustees of Bethesda Pentecostal Church 105253
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### ORGANISATION DETAILS

Name	The Trustees of Bethesda Pentecostal Church
Address	Parkhills Community Centre Horne Street Bury Lancashire

## 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 was registered in January 2001. It is run by the trustees of Bethesda Pentecostal Church.

The pre school occupies first floor rooms within the Bethesda Pentecostal Church which has been developed into Parkhills Community Centre in Horne Street, Bury.

The pre-school group have sole use of two first floor rooms within the community centre as well as occasional use of the main hall. Secure outdoor play space has been made available in the car park to the front of the building.

Session times are 09:30 to 12:00, Monday to Friday during school term times.

Little Acorns Pre-School group follows the Christian ethos of the church. Children and families who do not attend the church are also welcome to attend the pre-school.

The group are registered to provide care for 18 children between the ages of two and five years, there are currently 25 children on roll, including nine children in receipt of nursery education funding. The group supports children with English as an additional language and children with special educational needs. There are no children currently attending who have identified special educational needs.

There are three permanent staff working with the children, two of whom have relevant child care qualifications. The group also trains a small number of students.

### How good is the Day Care?

Little Acorns Pre-School provides good quality care for children.

The provision is well organised. The staff team work very well together and follow the clear policies and procedures in practice. The staff team are dedicated to the care and education of the children, and regularly attend courses and share information about training events to keep up to date with child care issues.

Documentation is well organised and maintained, though the complaints procedure lacks some details.

The staff get to know the children very well. They have effective procedures for settling new children and supporting them to enable the children to feel secure and confident in the pre-school environment. The children benefit from a very well organised play environment and range of interesting and stimulating activities which are appropriate to their ages and interests. They can reach the very good range of toys and equipment easily, and move around the play areas freely, choosing what they would like to play with. The staff are skilled in supporting the children during play, talking to them and asking questions to ensure that children benefit from each activity. The children behave well in the pre-school environment, in response to the frequent praise and encouragement they receive from the staff.

The pre-school is a safe environment for children. Staff observe good practice and high levels of supervision to ensure that children are safe. Good attention is given to practices to keep children healthy, such as providing healthy snacks and fresh drinking water, and ensuring that the equipment and premises are clean.

Parents and carers are made to feel very welcome in the pre-school. There are good systems in place for keeping parents informed about activities and children's progress.

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

At the time of the last inspection ten issues were identified for action.

Since then the pre-school has addressed all issues effectively.

Most issues related to documentation.

The pre-school has revised registration systems, introduced a visitor's record, maintained a record of fire drills, established a medication policy and revised the behaviour management procedures. This has led to improvements in the standard of documentation relating to the care of the children.

In addition the staff have increased their awareness of child protection issues through attendance on training, and have made suitable arrangements for the storage of hazardous substances. This has led to improvements in the systems for promoting children's safety and welfare.

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

- Staff get to know the children very well. The consistent carers, small friendly setting and supportive staff all contribute to help children settle and feel secure and confident in the pre-school environment.
- The staff work very well together as a team. They have a good awareness of their roles and responsibilities which enables the provision to run smoothly.

- Partnership with parents and carers is very good. The staff ensure that parents are well informed, by talking to them each day about what the children have been doing and through newsletters and a notice board with information about pre-school events. Parents are made to feel welcome in the setting and value the service provided.
- The pre-school rooms are very well organised. A very good range of resources are available which the children are interested in. The children are encouraged to care for the resources by returning toys to where they belong when they have finished playing with them. This effectively promotes children's choice and independence.

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

- The complaints procedures for parents and carers.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

#### **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 procedure to include the contact telephone number of the regulator.

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

### How effective is the nursery education?

Little Acorns Pre-School offers high quality provision which helps children to make very good progress towards the early learning goals.

Children's progress in all six areas of learning is very good.

The teaching is very good. The staff are skilled at questioning children to encourage their learning. They treat the children with kindness and respect and foster this attitude in the children. The learning environment is very well organised with an excellent range of resources which are easily accessible to support children's learning. The staff have a very good knowledge of the foundation stage and provide a broad and balanced curriculum. They know the children and their abilities very well. This enables them to support and extend the children very well during play. Children with English as an additional language are well supported, and there are good systems in place to support children with special educational needs.

The leadership and management are very good. The staff work very well as a team. There are clear systems in place for supporting staff and promoting their professional development. There is a strong commitment to the continuous development of the provision.

The partnership with parents and carers is very good and contributes to children's progress towards the early learning goals. Good systems are in place to ensure that parents are well informed about the foundation stage and the curriculum, though parents do not yet contribute fully to the assessment process. Staff develop good working relationships with parents and make them very welcome in the setting.

### What is being done well?

- The pre-school provides a rich learning environment for children. Through well planned activities, a very well organised play environment, effective support and skilful questioning from staff the children make very good progress in all six areas of learning.
- Children's progress in personal, social and emotional development is well promoted. In particular the children are encouraged to be considerate. The staff often talk to the children and encourage them to express their thoughts and feelings. They talk about the different expressions on the faces of snowmen and how they are feeling, and say simple prayers for their friends who are unwell, for example.
- Children's enjoyment of books is very well promoted. The children particularly enjoy using props to enhance their enjoyment of stories.
- Parents have access to very good information about the activities which children are involved in and the progress they make which ensures that they

are well informed.

- The staff team work very well together. They have a strong commitment to the continued development of the provision.

<b>What needs to be improved?</b>
● the involvement of parents in the assessment process.



<b>What has improved since the last inspection?</b>
Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children settle very well in the pre-school environment. They confidently explore activities and develop a positive disposition to learning. They select from a very good range of resources and have good levels of independence. They develop friendships and show care and consideration for each other. They co-operate well during play and understand about taking turns. They behave very well in response to praise and encouragement.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have frequent very good opportunities such as discussion and listening time to develop skills in speaking and listening. They learn to recognise letters when identifying objects which begin with a letter of the alphabet. They enjoy looking at books and listen well at story time. They use many very good opportunities to develop early writing skills and learn that print carries meaning, such as writing messages and lists in the role play areas.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are developing a very good understanding of number. They count often during play, they count the number of children or how many times they swing their arms, for example. They use problem solving skills, to find out which size car will fit into a tube, for example. They often learn about shape, space and measure using a very good range of resources to support their learning.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children are very interested to explore their surroundings and activities. They find out why things happen and how things work, when observing snow melt or playing on the computer, for example. They learn about the world around them when they go outdoors and on outings, observing the weather and features in their local environment. They talk about their own beliefs and those of others when they celebrate different cultural festivals, for example.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use many very good opportunities such as indoor exercise sessions and outdoor play to practice co-ordination and motor skills. They have access to the large hall, a very good range of resources and well planned activities to develop their physical skills. They develop fine motor skills and co-ordination very well when using a range of small equipment such as pencils and cellotape dispensers and when pouring their own drinks for example.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children create pictures and objects in two and three dimensions using a very good range of interesting materials. They use their senses often, to taste, smell and feel the texture of different foods, for example. They use their imagination well during varied role play situations which they enjoy. They sing and listen to music often as they play. They explore the sounds of a good range of percussion instruments.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	



## **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 key issues arising from this inspection, though the following point should be taken into consideration;
- Continue to develop the very good partnership with parents by increasing the opportunities for them to contribute what they know to children's assessments.

*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.*