



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 253462

DfES Number:

### INSPECTION DETAILS

Inspection Date 12/05/2003  
Inspector Name Jill Scargall

### SETTING DETAILS

Setting Name Little Acorns Pre-School Playgroup  
Setting Address Ingham Village Hall  
Lincoln  
Lincs

### REGISTERED PROVIDER DETAILS

Name The Committee of Little Acorns Pre-School Playgroup  
Committee

### ORGANISATION DETAILS

Name  
Address

## 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 meet in the main community hall of the village hall and primary school in the small village of Ingham, near Lincoln. The group met three times a week for two and a half hours in the morning, dovetailing their sessions around school meals, assemblies and other village events. They do not stay over the lunch hour so only receive a drink and snack mid-morning. The majority of children make the transition to the local village school readily as they are used to being in the same building, other children attend a variety of local village schools. The group is registered for 26 children, 15 children have funded places, 1 four year old and 14 three year olds. Currently, there are not any children with special needs or with English as an additional language. There are usually four members of staff present, the majority of staff are currently unqualified and working towards a childcare qualification. Children use the main hall, the ladies toilets, kitchen, and the outside area if the weather is suitable. The hall has a security system in place in case other people are using the building. The pre-school is committee run. It is a no smoking building. The Parent and Toddler group also meet here.

### How good is the Day Care?

Little Acorns Pre-school provides a satisfactory standard of care for children. The pre-school meet in the village hall which is clean and welcoming and is attached to the primary school and makes the transition for children from pre-school to school more comfortable for the children. Staff greet children at the door and make them welcome, staff have good practical skills in caring for children and relate well to them and are considerate of their welfare. Staff promote high standards of safety and hygiene for children. There are no procedures in place for the induction of new staff, or strategies evident to ensure that 50% of pre-school staff have a childcare qualification. The children have free choice of the activities provided during the sessions. Children do have a daily routine but planning for the Foundation stage lacks focus and is not sufficiently related to the early learning goals. The group have a wide variety of age appropriate toys and equipment and a particularly wide choice of books. Children have a safe environment in which to play and share a pleasant social occasion at "snack time". Parents are very welcome in the group at any time

and feel that they are well informed about their children's activities.

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

At the last inspection staff were asked to update staff records to include information about recruitment, training and qualifications. The group have made some progress towards this but it still needs refinement, and needs to provide more details about courses attended. The group were asked to provide an action plan stating how they intended to address the qualification criterion for staff, this has not been completed. The group were asked to provide a safe procedure for outings - this has been completed.

**What is being done well?**

All staff are safety conscious and children are looked after in a caring and safe environment (Standard 6) Staff promote a healthy diet for children and drinking water is available at all times. Staff sit with children at snack time and enjoy a sociable occasion. (Standard 8) Staff promote hygiene routines and children are aware of the need for hand washing routines, what they are for, and when they are appropriate. (Standard 8) Children are praised and encouraged in all their activities, they are kind and courteous to one another and are keen to help and willing to assist with tidying up (Standard 11)

**What needs to be improved?**

planning and implementing a suitable range of activities for funded children working towards the Foundation stage of education; training for staff to ensure that they are familiar with the Foundation stage curriculum, special needs and child protection; evaluation of children's activities to further inform planning.

**Outcome of the inspection**

Satisfactory

**WHAT NEEDS TO BE DONE NEXT?****The Registered Person must take the following actions by the date shown**

Std	Action	Date
2	produce an action plan outlining how the group intend to meet the qualification criterion for staff and the timescale is to be included	30/06/2003
3	devise a system for planning and implementing a suitable range of activities for children, which is appropriate for their stage of development and based on their individual needs	30/06/2003

10	devise and make available to parents, a written statement on special needs which is consistent with current legislation and guidance. Ensure that this is understood and implemented by all staff.	30/06/2003
13	ensure that the child protection procedures comply with local ACPC procedures and that all adults working and looking after children are able to put the procedures into practice.	30/06/2003

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
5	Make sure that staff are aware of the resources needed for each planned activity and that this is recorded for members of staff who are unfamiliar with routines.
2	Ensure that at least 50% of staff have achieved a childcare qualification of level 2 or above.

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

### How effective is the nursery education?

Little Acorns Pre-school provides acceptable nursery education for funded three and four year olds but has some significant weaknesses. It provides a welcoming environment for children who are keen to take part in activities and they are co-operative and ready to enjoy their pre-school experience. Staff settle children into the setting and promote children's independence and self-esteem but some opportunities are missed by staff to support children's learning by use of open-ended questions, discussion and comment. The quality of teaching is acceptable but has significant weaknesses. The staff rely heavily on the Supervisor to plan activities, although they work co-operatively. Staff have an insufficient knowledge of the early learning goals, planning and assessment. Staff also need to consider activities for children who are more or less able. Children could achieve acceptable standards for Foundation stage if staff implement their action plan. The Supervisor is currently the only qualified member of staff and she works hard to encourage other staff to access further training, she provides advice and support for the group and liaises with the school and the village hall committee. She is aware that the group have to consider their planning evaluation and assessment. Relationships with parents are good. The setting works closely with parents who are positive in their support of the pre-school, they feel they are well supplied with information, that their children are happy, and that their children have good relationships with staff.

### What is being done well?

Children have good standards of self care and they can manage their own personal hygiene. Parents are well informed about the group and happy with the provision. Parents are welcome into the group at any time. Staff are committed to providing a safe and caring environment for children.

### What needs to be improved?

increase staff knowledge and understanding of Foundation stage of education  
ensure that planning and assessment are linked to early learning goals develop the use of planning, evaluation and assessment to provide extension activities for more and less able children

### What has improved since the last inspection?

Two members of staff are working towards a further qualification.

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children enjoy a pleasant social occasion when they eat together, they talk to adults and discuss their daily routines and daily events with them at this time. Children sit quietly and answer staff politely when required. Children enjoy talking and discussing with their peers and they have good standards of self care, they can manage their own personal hygiene and are developing personal independence.	
<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Significant Weaknesses
Children respond well to story telling they can link text with pictures and hold books the right way up. However there are limited opportunities for children to link sounds and letters or to practise early writing by holding a pencil or trying to form letters. Children talk to one another readily during play situations, there are frequent occasions where staff miss opportunities to develop children's language by asking open-ended questions.	
<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Significant Weaknesses
Children can say and use simple numbers in order and in familiar contexts during the pre-school day, they count blocks, milk and pieces of fruit. However there are missed opportunities in sand and water play to encourage children to be aware of shape , space, size and volume. Children have limited opportunities to use language for calculation and to solve practical problems.	
<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Generally Good
Children are keen to explore and investigate, they are aware of the growing process and are able to discuss similarities and differences when planting seeds. Children use the home corner to explore and discuss and they are able to remember and talk about significant events in their lives. Children have limited opportunities to use ICT.	
<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children have a daily opportunity to use large play equipment either indoors or outside and they are developing a sense of awareness of space for themselves and others. Children do not investigate the use of construction techniques and natural materials..	
<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children have a daily opportunity to take part in some craft activity. Children can sing simple songs from memory and recognise and repeat sounds and sound patterns.	

Children have limited opportunities to use their imagination in art, design and imaginative play.
---

Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
--	---

<b>OUTCOME OF THE INSPECTION</b>
The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.
<b>WHAT THE SETTING NEEDS TO DO NEXT</b>
increase staff knowledge and understanding of Foundation stage of education ensure that planning and assessment are linked to early learning goals develop the use of planning, evaluation and assessment to provide extension activities for more and less able children



## **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.*