

# Little Acers Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY340875
<b>Inspection date</b>	06/10/2010
<b>Inspector</b>	Kate Heslegrave

<b>Setting address</b>	Bowsland Green Primary School, Ellicks Close, Bradley Stoke, Bristol, BS32 0ES
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<b>Telephone number</b>	01454 866 745 or 07768 088 670
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<b>Email</b>	h9hmt@btinternet.com
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<b>Type of setting</b>	Childcare on non-domestic premises
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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Little Acers is one of three groups run by L.A. Childcare Limited. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It opened in 2006 and operates from a classroom in Bowsland Green Primary School, Bradley Stoke, South Gloucestershire. It is situated in a residential area. The group is open each weekday from 9.00 am to 3.00 pm during term time only. Children attend for various sessions. Children have access to a secure enclosed outdoor play area. There are currently 47 children on roll aged from two to under five years. Of these 34 children receive funding for nursery education. Children come from the local area. There are links with the school and neighbouring pre-school settings. The group currently supports a number of children who speak English as an additional language. The group employs four staff. All of the staff, including the manager, hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Little Acers Pre-School is a good setting. Children learn, and are cared for, in a generally safe, secure and welcoming environment. The provision promotes inclusive practice well. The manager is reflective and has a good awareness of strengths and areas for development. It has a good capacity to improve.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- provide more opportunities for writing outdoors, especially for older children
- provide more opportunities for numeracy both indoors and outdoors, especially for older children.

## **The effectiveness of leadership and management of the early years provision**

The setting is highly effective in helping children to feel safe so that they settle and learn in a warm, welcoming atmosphere that focuses on individual children and their families. All staff have received training in child protection and are aware of the different signs and symptoms that may indicate that a child is at risk. The setting takes effective steps to ensure that children are safe indoors and outdoors by undertaking daily risk assessments. Furniture, equipment and toys are suitable and safe.

The manager is fully aware of the strengths and areas for development through accurate self-evaluation. There is good improvement from the last inspection. There are now more thorough assessment procedures; observations of children inform planning well, providing the next steps in their development. Children's

interests are at the heart of differentiated planning addressing individual needs.

There are strong links with the school which the manager is keen to foster. She has effectively improved opportunities for parents and carers to gain an adequate understanding of the Early Years Foundation Stage Curriculum. Parents and carers feel that they are well-informed by regular newsletters. They value the setting being part of the school. One parent commented, 'It's very good preparation for school life'. Another parent spoke of the particularly good transition arrangements between the setting and school, especially the fact that children can eat lunch with the school pupils. There are good opportunities for parents and carers to share children's progress through their learning diaries entitled 'I explored, I played, and I learnt', reflecting the ethos of the setting. In a questionnaire, the setting was complimented by a parent for 'the professionalism and effort that goes into running the setting which is second to none'. A book-sharing project has been established to promote early reading between parents and their child. The setting also encourages parents to talk about home life through pictures, photographs and other items which can be shared in the setting; for example, 'Look what I did this weekend!'

## **The quality and standards of the early years provision and outcomes for children**

Children enjoy the range of activities each day indoors and outdoors, in free-flow play. They are encouraged to follow their own interests, with good resources supplied. Key workers know the children well, and effectively extend their learning through play. For example, some boys copy the washing of fruit and vegetables for snack time, then enact the pretend washing of plastic fruit and vegetables in role play. This models real life experience as well as good hygienic practice. Other children play in the boat outdoors acting as pirates, using their imagination to fend off sharks in the sea. Another child is proud of his independence in making an ice-cream cone from sand outdoors. Children are developing skills for the future in their counting, writing and computer activities. However, a wider range of writing and number materials and resources such as clipboards and flip charts, are not provided to enhance learning outdoors further, and provide more opportunities and challenge for older children. In adult directed work, there are differentiated activities addressing each child's needs.

A strength of the setting is in the teaching of the sign language 'Makaton', complemented with the educational programme 'Every Child is a Talker'. As a result, children listen, concentrate and are engaged more quickly and speak more clearly. This is especially noticeable in the growing assurance of the less confident children. Children perform using 'Makaton' when singing a Hindi song, demonstrating diversity. Behaviour is especially good with evident close relationships with staff. Expectations for the development of independence and for children being responsible for deciding on their own activities are high. As a result, children are confident learners with good self-esteem. They have a strong sense of identity and belonging, singing their daily 'morning song'. Children respect one another. There is a good range of resources reflecting the cultures of different ethnicities. Children eat lunch in the school hall where flags, reflecting ethnic

groups, fly high above their heads, helping them to develop a greater awareness of the wider world.

Children feel safe and behave in ways to ensure they stay safe. Children eat healthily at snack time. They are expected to pour their own drinks and are encouraged to drink freely at other times. The staff's good knowledge and understanding of the welfare requirements are reflected in their practice, ensuring that children are protected from harm and their welfare is safeguarded.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met