

# Little Acorns Pre-School

Inspection report for early years provision

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**Unique reference number**

100524

**Inspection date**

25/11/2010

**Inspector**

Bridget Copson

**Setting address**

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**Type of setting**

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*.

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## Description of the setting

Little Acorns preschool at St Luke's (previously known as St Luke's playgroup) opened in 1997 and is privately owned. It operates from two rooms in a church hall in Winton, Bournemouth. It is situated close to the main shopping street. A maximum of 26 children may attend the pre-school at any one time. It is open on Mondays, Tuesdays and Fridays from 9.15am to 12.15pm, and Wednesdays and Thursdays from 9.15am to 1.45pm, during school term time. Parents can choose their hours within these times. All children share access to a secure enclosed outdoor play area.

There are currently 26 children aged from three to under five years on roll. All of these receive funding for early education. Children come from a wide area. The pre-school currently supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The setting employs seven members of staff. Of these, five hold appropriate early years qualifications and one is working towards a qualification. The setting receives support from the Early Years Development and Childcare Partnership, and participates in Bournemouth Accredited Assurance scheme, and "Investors in People".

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are all valued highly as individuals and their needs are met with great care and consistency. Their uniqueness is reflected throughout the setting to assure their sense of belonging. Skilful staff interaction ensures all children are included with equal consideration. Children's learning is planned and promoted to a high standard. As a result, they are making rapid progress through the Early Years Foundation Stage. The setting is committed to making on-going improvements which will have a direct and positive impact on children's care and learning.

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

To further improve the high quality early years provision the registered person should consider:

- develop the system for assessing children's progress further to ensure they provide a reflection of their current stage of development and their next steps of learning are prioritised
- include parents, staff and children in the self-evaluation

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

Children's welfare is safeguarded by staff who implement highly effective systems to assure their safety and well-being at all times. Robust employment and vetting procedures are carried out to ensure all staff are suitable. Risk assessments, fire practices, and daily checklists maintain high standards of health and safety in all areas of the provision. In addition, staff have a very good knowledge and understanding of their child protection responsibilities and the procedures to follow in the event of any concerns to safeguard children.

Team work is exemplary. The highly efficient team all have individual areas of responsibility and expertise and demonstrate a pride and commitment to their work. As a result, children benefit from a warm and welcoming environment on their arrival, well-organised sessions and close support and supervision. Staff promote very positive attitudes through good example, consistent messages and offering continuous encouragement and praise. As a result, children behave very well, demonstrate good manners and are learning about the needs and feelings of others. Children are developing an excellent awareness of diversity both within their local community as well as the wider world. For example, they play with a broad range of resources reflecting positive images of the lives and cultures of others from around the world and explore numerous festivals and religious events.

The setting has successful systems to evaluate the quality of provision to promote improvements to the benefit of all children. This includes a self-evaluation record and regular links with the local authority. However, this does not include the views of all parents, children and staff. In addition, staff regularly attend training opportunities to update their professional qualifications and to support their areas of responsibility.

Staff have established successful partnerships with parents, who are provided with an information prospectus on admission to support them in making an informed choice. Parents are kept closely informed through excellent daily communication and an open door policy. In addition, displays, newsletters each half term and informal consultations within sessions allows parents further opportunities to keep informed and involved. Children are not cared for by any other settings. However, staff are aware of the need to establish links with other settings should this change.

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

Children enjoy a very good range of resources and learning experiences to support all areas of their development. A further range of activities are easily accessible to promote their independent play. Staff have an excellent understanding of the Early Years Foundation Stage and know the children very well. They use this information skilfully to plan and promote childrens learning on an individual basis through a

highly successful balance of free-play and purposeful adult led activities. They interact with meaning to observe, support and extend challenges and adapt the play environment throughout the sessions. As a result, children remain highly active, motivated and involved. Children's progress is monitored through recorded observations and examples of their work. However, this does not provide a clear reflection of their stage of development across the six areas of learning to inform parents.

Children arrive with great excitement and quickly seek out friends, favourite activities and staff to share their news with. They focus very well in their play and are developing excellent independence skills. For example, they self-register on arrival, help to tidy up, dress themselves and manage their self-care. Children's communication, language and literacy are promoted to a high standard. They listen intently to others talking, communicate their thoughts and feelings with confidence and question things they are curious about. The group times at each session allow children the opportunity to share their news and then reflect on the session before going home. Children make excellent use of the many mark making facilities both indoors and outside to support their preferred learning environment. The well-resourced book area is used to full effect with children reading spontaneously, at whole group time and to find out facts in reference books.

Children are developing an excellent understanding of number, shape and size. They count continually in their play, recognise numerals and more developed children can identify when a group has more or less. Children are also learning about shapes very well through innovative activities linked to a shape explored each week. For example, this week children show and discuss triangular objects they have brought from home and use different sized triangles to build Christmas tree pictures. Children use their imaginations in a wealth of small world, constructional and changing role play environments. In addition, changing creative activities allow children to explore media and materials and express themselves artistically both indoors and outside.

Children demonstrate a very strong sense of well-being and security through their confident exploration and extremely happy dispositions. They learn about keeping safe at each group time and through guidance visits from the local police, doctor and fire service. Children's healthy lifestyles are promoted extremely well. Strict daily routines ensure a very clean and hygienic environment is maintained. The promoting of nutritious snacks and healthy lunch box options re-enforces the importance of healthy eating. Children are developing an excellent attitude to healthy lifestyles. For example, they manage their self-care skills independently and meet health care professionals, such as the nurse and dentist to learn more. Children's physical development and fitness is supported extremely well. They make excellent use of the extensive range of resources indoor and in the newly developed outdoor play area to promote their physical development, and to allow more active children to run freely.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
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	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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