

Little Acorns Pre-School

Inspection report for early years provision

Unique reference number

EY409686

Inspection date

20/01/2011

Inspector

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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*.

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).

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Description of the setting

Little Acorns was registered in 2010. It is privately owned and operates from the Sea Cadets' Unit which is based in Beddington Park in Wallington, Surrey. Children have the use of a large hall and two smaller rooms. There is secure outside play area as well as access to the park for outings. The setting is registered on the Early Years Register for a maximum of 26 children in the early years age group aged from two to five years. There are currently eight children on roll. The provision offers flexible times of operation between the hours of 9.15am and 12.45pm from Monday to Friday.

There are four members of staff of whom three hold an appropriate childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff work diligently to inspire, praise and encourage children to learn through play. They create a warm and friendly environment, and are skilled at making sure children benefit from the exciting range of activities. Children individuality is recognised and nurtured by staff, who have a secure knowledge of their needs, interests and abilities.

Staff work extremely well with parents, which leads to effective continuity of care and learning, enabling children to make good progress. The provider is keen to work with other settings that children attend. Children's welfare is mostly promoted, however there is a breach of the requirement relating to requesting parental consent for staff to seek emergency medical treatment or advice. Although there are no systems in place for the evaluation of the provision the provider along with the staff constantly strives to improve the experiences and outcomes of the children who attend the pre-school.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- request written permission from parents for seeking emergency medical advice or treatment 31/01/2011

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

- develop further systems to for the self-valuation of the pre-school provision

The effectiveness of leadership and management of the early years provision

There is a strong emphasis on safeguarding. All staff attended safeguarding training and clear about the procedures to follow if they have concerns about a child's welfare. All staff are suitably vetted to ensure they suitable to care for children. Risk assessments take place, ensuring children play in a clean environment in which hazards are minimized. Children learn about safety as staff give them guidance on how to carry scissors and explanation as to why they should not run inside. Polices are currently being reviewed and used effectively for the safe management of the children. Most required records are in place; however written parental permission to seek emergency medical treatment or advice has not yet been requested. This is a breach of a requirement of the Early Years Foundation Stage framework.

Staff have built up very positive relationships with parents. They value the role of parents, encouraging them to share what they know about their child. Parents views and suggestions on how to improve the about the pre-school are always welcomed. They are encouraged to take home story sacks to continue to enhance their child's learning. Parents speak extremely highly of the pre-school provision and of the staff.

Children's welfare and learning is promoted through the good organisation of the setting and the skills and delegation of staff. Children access a good range of toys and activities which are set out inside the hall and outside, so children can make informed choices about what they want to play with. The setting is proactive in establishing links with other providers and professionals to ensure progression and continuity of children's learning. Although the applicant has not yet completed a written self-assessment of the setting, she is very aware of the strengths of the setting areas that she would like to improve. For example, taking children on outings and planning coffee mornings for parents to discuss their child's progress in more detail.

All children are welcomed and play a full part in the pre-school because staff value and respect their individuality and family context of each child. The provider has a positive attitude to welcoming children in to the pre-school with special educational needs and or disabilities. Children with English as an additional language are integrated fully into the pre-school and enjoy exploring the play resources, building up their confidence and interests. Children's understanding of diversity is enhanced as they carry out activities relating to various culture festivals, such as making dragons at Chinese New Year and diva's at Diwali. Children behave very well because they are constantly busy and aware of the settings routine. Staff promote positive behaviour through consent praise for their effort and achievement and provide good role models for children.

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

Staff work harmoniously together, creating a seamless and well organized play environment in which children feel, safe, secure and motivated to learn.

Children arrive at the pre-school very enthusiastically enter the pre-school and self-register themselves in by putting their name on a painted tree. Their happiness is evident as they excitedly make their way to the resources which are attractively presented by staff. They eagerly link with their friends and play in the role play area set up as shop. Staff effectively support children in the area, by encouraging them to select foods that they like in shopping basket and pay for them with pretend money.

Children thoroughly enjoy taking part in a wide variety of creative activities throughout the session. A number of children take pleasure in dressing up in various outfits, pretending to be princesses and fire officers. They particularly liked making faces of themselves using circles of card and exploring colours whilst painting their own unique pictures at the easel. Children explore the change of texture of sand as water is poured into it and start understand measurement as they fill and empty containers with it. They are eager to find out how things work, as they put balls down a tube and use a range of programmable toys. Children engage well at story time as staff use effective questioning which ensures children remain focused and extends their vocabulary. They sing action songs and move their bodies with great gusto. Children's physical development is enhanced as they have riding wheeled toys outside and concentrate hard as they walk along balancing beams.

A strong key person system is in place and staff know each child very well. This, along with a solid programme of observation, means that children's progress is carefully monitored and individual achievements consistently recognised and acknowledged. Children make good progress in their learning because staff ensure there are plenty of activities provided to stimulate their interests and equip them with skills for the future. Staff take every available opportunity to extend children's thinking and learning through discussions and questions in every day play situations.

Children develop healthy lifestyles as staff as staff explain to the why they need to their hands. Snack time is sociable time were they sit together and enjoy eating a variety of fresh fruit. Staff use this time to have discussions with children about foods that are good for them. A member of staff who holds a current first aid certificate is always present to attend to minor accidents.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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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