

# Acornwood Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	109949
<b>Inspection date</b>	28/02/2011
<b>Inspector</b>	Mandy Gannon

<b>Setting address</b>	8 Southwood Village Centre, Links Way, Farnborough, Hampshire, GU14 0NA
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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

Acornwood Pre-School opened in 1987. It operates from the local Southwood Community Centre, in Farnborough, Hants. The group has the use of the main hall, with two smaller rooms and an enclosed outdoor patio area. The pre-school serves children from the local community. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 24 children on roll all in the early years age range, children do not normally attend before the age of two years and nine months. This includes 18 children in receipt of government funding. There are currently children attending who speak English as an additional language. The group opens four sessions a week during term time only. Sessions run from 9am with collection times of 12 noon and 12.45pm on Mondays, Tuesdays, Wednesdays and Thursdays. The staff team consists of five members of staff, four have completed first aid training, two staff hold a National Vocational Qualification (NVQ) at level 3, two others are undertaking training to NVQ level 3 and NVQ level 2 qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from effective, successful partnerships with parents, carers and others where a collaborative approach ensures all work together in order to meet the individual needs of each child. Children experience a learning environment where they enthusiastically participate in a wide range of interesting activities. Children are well supported by an established staff team of practitioners who work well together. The setting has an accurate view of its strengths and has a development plan identifying areas for further improvement. Although, all required documentation is not in place.

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

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

- carry out a full risk assessment for each specific outing (Safeguarding and promoting children's welfare) 14/03/2011

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

- maintain sufficient detail in the accident record
- further develop fire evacuations procedures in order that they include all children, who may attend on different days.

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

Children are safeguarded as required policies, procedures and information are all in place. The practitioners have an accurate understanding of signs and symptoms of abuse and neglect and procedures to follow, with contact details readily available. A designated person is identified and some staff have completed the advanced training course. Children's safety is successfully promoted as a record of visitors is in place and a daily record which includes times of arrival and departure is maintained for both children and staff. Fire evacuations are completed and a fire log is maintained, although these only occur on one day each half term and do not cover all the children who attend on a part-time basis. Risk assessments and daily checks are completed. However, risk assessments for each type of outing have not been implemented.

Children benefit from an established staff team who are motivated and enthusiastic, working seamlessly together. They regularly reflect on their provision and have identified the outside learning environment as an area to develop and improve. The setting is well organised and children successfully move around the setting making choices from a wide range of suitable resources in a conducive learning environment. Effective procedures are in place to evaluate their practice and parents have been involved in contributing ideas for further improvement, although children have yet to be involved in this process. Equality and diversity is promoted well in the setting where everybody is valued and uniqueness is celebrated. Practitioners successfully promote inclusion and have an accurate understanding of children's backgrounds and needs where they strive to narrow the achievement gap. The setting works closely with families who have English as an additional language; they have identified words and display words in children's home language promoting a sense of belonging.

Strong, successful partnerships are established with parents, carers and others ensuring an accurate understanding of individual needs of each child are met. All parents spoken to at the inspection were very positive about the setting, finding the staff 'friendly and approachable' where they can discuss any concerns or issues and work together to meet their child's needs. Good quality communication is in place through daily discussions, newsletters, a notice board and the sharing of development records. Parents regularly contribute to the next steps in their child's learning and record activities at home in the 'sharing book', children enthusiastically take home library books to share at home developing links between home and pre-school. Effective links are made with other settings and professionals including; cluster meetings, discussions with childminders who have children at the setting, visits to the local school and teachers who visit prospective pupils in the term prior to them starting school aiding transitions onto school.

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

Children benefit the promotion of a healthy lifestyle as they eat fruit in the café style snack bar pouring their own milk or water. Healthy eating is promoted as children bring in packed lunches from home which they eat together in a social group. Sustainability is promoted within the setting as children develop an understanding of growing their own food through digging and planting in the outside area which is being further developed through the recent ordering of more tools and resources. Children learn about recycling as rubbish is separated, with the provision of a bag for waste paper in the room which is recycled. Children benefit from extensive opportunities for fresh air and exercise contributing to a healthy lifestyle as they make choices to free flow outside throughout the year and use the large inside hall, where they actively ride bikes, cars and scooters and participate in circle games, for example 'The farmer's in his den'. Good quality hygiene practices are in place and children have an accurate understanding of why they must wash their hands before eating and after toileting. Documentation is maintained with regards to children's medical needs, dietary requirements, medication, incident and accident records are all in place. Although, detail in the accident record is not recorded in sufficient detail.

Children enjoy their time at the setting as they are actively involved in making choices and decisions selecting from a wide range of resources from low-level boxes which are clearly labelled. Children make good progress in their learning in a setting where they develop high levels of confidence and self-esteem through the praise and encouragement of staff. Children develop good skills for the future in a setting where communication, language and literacy and information and communication technology is strong. Some children confidently identify and write their name. Extensive opportunities for mark making are available and children freely access pens, paper and other resources. Children use technology with confidence and expertise, as they skilfully negotiate computer games playing alongside their peers, and use the printer to print their work. Children are active inquisitive learners as they collaboratively work together to fill a bucket of water and cooperate in holding pipes as they pour the water down the tubes. They show interest as they develop their skills in weaving ribbon through the railings in the garden.

Staff's knowledge and understanding of the Early Years Foundation Stage ensures that effective use is made of regular observations and assessments to plan the next steps in their learning. Through the regular monitoring of children's progress by effective key persons ensures that all children make good progress. Children display a strong sense of belonging and security within the setting as they are happy and settled. Children are highly valued in a setting which is stimulating and meets their needs well. For example, displays, posters and children's art are displayed at their height. Children make friends; they are kind to one another and play well together. Children successfully take turns when going down the slide and playing games, learning to share resources. Effective, consistent behaviour strategies are implemented through clear, consistent messages from calm, confident role models developing and securing and improving children's

understanding of expectations.

## 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