

Little Acorns Nursery School

Inspection report for early years provision

Unique reference number EY416030
Inspection date 27/04/2011
Inspector Helen Penticost

Setting address Southwater Infant School, Worthing Road, Southwater,
HORSHAM, West Sussex, RH13 9JH
Telephone number 07939 241551
Email littleacornssouthwater@yahoo.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Little Acorns Nursery School has been registered since 2010 under the current ownership. It operates from a self-contained classroom within the grounds of Southwater Infant School, Southwater, near Horsham, West Sussex. The nursery school is open each weekday from 8.50am to 3.30pm during school term times; morning sessions run from 8.50am to 11.50am, lunch from 11.50am to 12.30pm, and afternoon sessions from 12.30pm to 3.30pm. Children have access to an enclosed outdoor play area. This provision is registered by Ofsted on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children may attend the nursery school at any one time and there are currently 46 children on roll, all of whom are in the early years age group. There are 10 members of staff, of whom five hold appropriate early years qualifications to at least National Vocational Qualification at level 2 and three are undertaking training. The nursery school provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well-developed knowledge of each child's learning and welfare enables staff to successfully promote children's welfare and learning overall. Staff nurture excellent relationships with parents and carers to support children's individual needs and become equal partners in their child's care, learning and development. Partnerships with others are in the early stages. The manager and staff have a clear understanding of the nursery school's strengths and areas for improvement. They constantly reflect on and evaluate their practice to ensure continuous and sustained improvements in the care and education they provide for children.

What steps need to be taken to improve provision further?

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

- organise all adult-led activities effectively to engage children's interests and offer support at different times to ensure that children are fully engaged
- consistently practice fire evacuation and maintain a record of evacuation drills in the fire log book, which includes details of any problems encountered and how they were resolved
- maintain a regular two-way flow of information, knowledge and expertise with other early years settings that children attend, to help support and extend children's learning and development.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded because all staff have a good understanding of safeguarding and child protection issues. Comprehensive policies and procedures are fully implemented to ensure children's safety in the indoor and outdoor areas. Thorough risk assessments are carried out regularly to minimise danger and keep children safe. There are robust collection procedures in place and high security within the pre-school. The requirements for documentation are met, well organised and are regularly updated. Fire evacuation has been practised, but not consistently enough to ensure that all children are familiar with the routine.

The management team have been in place since 2010. They demonstrate a clear vision and intense focus on the development of the nursery school, which in turn provides purposeful improvements contributing to positive outcomes for children. However, practice is not yet fully embedded. The manager and staff greatly value the views of parents and carers and take these into consideration when identifying areas for development. The nursery school provide an inclusive setting for children in all activities, both indoor and outside, and during special events such as the royal wedding. Staff are vigilant at supervising the children to ensure their safety and a good range of equipment is used that is safe and suitable for their age. Children play in a bright and airy setting where examples of their work and commercial posters adorn the walls. Resources are plentiful and well-organised to allow ease of access, with drawers being labelled with words. Staff are generally well-deployed and they monitor the free flow system with ease which helps to support learning at the various activities

Systems are in place to support children with special educational needs and children with English as an additional language. However, effective partnerships with others providing early years care and education are not fully developed. Partnerships with parents and carers are excellent and staff have created a purposeful environment, where all children are included. Parents comments include; my child 'has really settled in now and is coming home attempting to sing his alphabet, write his name, continually counting and more importantly looking forward to going to pre-school'. They receive comprehensive newsletters and useful information is displayed on the parents' notice board. They are actively involved in supporting their children's learning and development and attend open days to discuss their children's learning journey files. Key staff monitor the children's progress carefully and record it in the children's individual learning journals. Parents and carers appreciate the information that is shared with them, and support events such as the spring party.

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

Children are forming positive relationships with the staff and with each other. They are learning skills for the future as they learn to be independent and make

decisions and progress well in their learning and development. Children communicate well with the staff and with each other. Staff listen sensitively to children and ask them open-ended questions to help them to develop language skills. Children are learning to recognise print as they pick out their name cards and as print is displayed in the rooms. Children are encouraged to try and write their names. They listen carefully to stories and benefit from bilingual storytelling and questioning about the main characters.

Children enjoy planting bulbs and growing vegetables and use their imaginations well in the role play home corner. They take part in cooking activities which aids their understanding of volume, weighing and measuring as well as developing small muscle movement. Children are busily engaged throughout the session and motivated by the activities on offer. Outside there is a wide range of equipment to encourage skills of coordination and control, such as a climbing frame, ride on toys and a play house. Children make good use of the nursery school's computer and are able to navigate around the game with ease and increasing skill.

Children's health is promoted well. They get plenty of fresh air every day and can play outside for much of the session. Posters in the bathroom and verbal explanations from staff remind them to wash their hands. Hygiene procedures are generally appropriate. Information about children's health needs is obtained so that they can be cared for effectively and the required documentation is in place. There are always a number of staff present with current first aid training to deal with any accidents or injuries appropriately. Children demonstrate that they feel safe in the setting. For example, they are confident to seek reassurance from the staff and move confidently between their chosen activities.

The key workers watch children when they start attending and record a detailed tracking observation to help identify their starting points. This is used to plan individual activities that follow their particular interests. Key workers continue to record regular spontaneous observations that are linked to the relevant areas of learning and identify their next steps. Occasionally, adult-led activities are not fully prepared which leads to children having to wait passively, and consequently, the interest of some children waivers. The staff team are dedicated and committed to ensuring that each child is valued and receives positive experiences at the pre-school and this is clearly reflected in the support, praise and encouragement they give to all children throughout the session. Overall, children in this stimulating and inclusive nursery school are prepared well for their next stage of learning.

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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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