

Acorns Pre-School (Cockington)

Inspection report for early years provision

Unique reference number	EY278160
Inspection date	27/09/2011
Inspector	Dawn Biggers

Setting address	Cockington Primary School, Old Mill Road, Torquay, Devon, TQ2 6AP
Telephone number	01803 500144
Email	DEBSACORN@blueyonder.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

Acorns Pre-school (Cockington) opened in 1999 and was owned and run by the present owner as part of a partnership. In 2004 she became the sole owner and re-registered the pre-school. Since January 2009 the pre-school operates from purpose built rooms within Cockington Primary school. The setting is open Monday to Friday from 8.00 am to 6.00 pm for 50 weeks of the year and operates a breakfast and after school club. The pre-school operates from 8.45am to 3.00 pm term-time only. It offers two funded nursery education sessions per day, with the option of children staying over the lunch period. Priority for places for out of school care goes to children attending Cockington Primary School or Acorns Pre-school.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 48 children under eight years may attend at any one time. There are currently 107 children on roll, of whom 68 are funded three and four-year-olds. The group support children who have learning difficulties and/or disabilities and children who have English as an additional language.

There are 11 members of staff who work directly with children, all of whom have appropriate child care qualification to at least level three or above. Additional members of staff are available for emergency cover. The pre-school is a member of the Pre-School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive and make exceptional progress in their learning and development overall, due to the highly effective support of a very skilful, professional, and committed staff team. Positive and caring relationships are established with the children and efficient assessment arrangements ensure their individual needs are all met very well. Excellent engagement with parents and partnerships ensures continuity in children's care, within a very safe, secure, and vibrant environment. The nursery's manages a very high level of commitment to monitoring and improving the provision ensures excellent outcomes for the children.

What steps need to be taken to improve provision further?

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

- developing further the system for observing and assessing children's very good progress.

The effectiveness of leadership and management of the early years provision

Children are highly protected as there are very robust systems in place to ensure the continued suitability of staff. The premises are very secure and visitors are carefully monitored and logged. The nursery management ensures that extensive risk assessments are routinely conducted and regularly reviewed and any hazards dealt with promptly in ensuring children's welfare is highly maintained. Therefore, excellent safety measures are implemented such as finger guards. Comprehensive safeguarding policies are understood and consistently used to ensure that children are fully protected through collaborative working with key agencies. The staffs safeguarding knowledge is exceptionally good as they are fully up-to-date about current child protection procedures and training. Therefore, they are very clear of their roles and responsibilities in effectively protecting children.

The pre-school highly comprehensive evaluation of its practice is not only logged but also demonstrated within the day to day operations of the nursery. For example, a key person group time has been implemented to enable staff to have a much deeper insight to children's individual needs and to significantly enhance the future planning. A comprehensive welcome pack provides very detailed information about the settings operational procedures. Within highly valuing staff development supervision has been introduced regularly, and appraisals are used more effectively to celebrate achievements and support their excellent skills and practice. Therefore, the high motivation of the pre-school management in supporting staffs professional training and qualifications, also contributes to the overall exceptional capacity to make improvements and provide excellent quality childcare and education.

Exceptional relationships are established with parents. Excellent information obtained from the start about children's starting points, and in an 'all about me' form, is used to fully support children's care, learning and development. Staff have very high regard for recognising the uniqueness of each child, therefore settling in processes are individually tailored and support the whole family. Staff are highly committed to involving parents in children's learning, for example, they introduce them to how they can support and use resources, such as story sacks and book bags to encourage children's excellent communication, language and literacy skills. A wealth of information is available, within the entrance area, and when news letters and information is sent home, and this extensively involves them further. There are excellent systems in place to ensure that partnerships with other professionals support children very well, therefore there is early intervention, extensive planning and excellent communication to ensure their individual needs are met extremely well. This includes exceptional nurturing and support during transitions to school and within the early days of settling.

Children have access to an abundant range of high-quality toys and resources, within a very well planned, child orientated and extremely welcoming environment. These superbly support their imagination and learning extremely well, within the free flow opportunities to play indoors and outside. Therefore, children enthusiastically engage in stories whilst using the puppets and demonstrate great

skill whilst playing educational games on the computer. The fully inclusive environment exceptionally values and acknowledges children's achievements through their displayed work and photographs. This enhances their sharing of their experiences, language and communications. Children learn very positively about differences engaging in an extensive range of celebrations and festivals, and accessing enriching resources, such as dual language books and musical instruments. In addition a bilingual member of staff very confidently communicates and staff use Makaton, and pictures cards, to ensure all children are superbly included. Parents contribute exceptionally well to children's learning, sharing knowledge and resources from their own backgrounds. This further underpins the excellent relationships and contributions they make towards children's exceptional progress.

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

High quality planning and excellent organisation ensure that all children are superbly challenged. This contributes to how enthusiastically, confidently and quickly they settle. High quality assessments are demonstrated within the use of a 'progress diary' and passport. This very effectively tracks children's progress across the six areas of learning, by using meaningful observations, photographs and examples of their work. This overall comprehensive system continues to develop, and effectively plans for children's next steps in their learning. Staff highly value children's experiences, therefore they encourage them to share with the group the shells they found from their holiday. Staffs excellent knowledge and implementation of the Early Years Foundation Stage contributes to children's exceptional progress. Staff get to know children very well, they very skilfully enable them to explore, whilst observing, engaging and proactively extending their play. Therefore, they have excellent relationships with the children, as they are very attentive, listen and engage extremely well. They very skilfully use conversations and ask questions, encouraging children to think and problem solve. For example, they ask them how they are going to climb through the tunnel if it's in the air, and therefore they decide to join the two tunnels together and enthusiastically crawl through these.

Children flourish; they are very inquisitive and have extremely positive attitudes to learning. They confidently ask questions, are keen to learn, being well motivated and engaged in their play. Children develop excellent independence and coordination within the daily routine cutting fruit and cheese for snack time and independently pour their own drink. Group activities enable children to develop superb confidence, for instance they take turns to use the interactive smart board to make marks with the paint brush set and are enthusiastic about their achievements sharing with the group 'it's a snail'. Children have numerous opportunities to experiment, for instance they investigate the sound the wooden block make by banging this on the metal pole outside and are encouraged with peers to try and make different sounds. Excellent experiences enable children to abundantly learn about how things grow, as they plant and nurture the seeds, and sample an excellent range of produce such as the strawberries and vegetables.

Children use language extremely well, for instance they identify that the mint in the sensory garden smells like their toothpaste. Innovative activities challenge children to listen and therefore they are extremely well engaged and behaved. They follow the rules of 'my turn, your turn and everyone's turn' as they recognise different sounds from the pictures being shown. They show great respect as they are very responsive to staff who set clear boundaries, use explanation, superb encouragement and are excellent role models. Children relish stimulating activities which capture their interests and imagination such as guessing which object has been removed from the tray. They take Barney the bear home, and take pictures to share his experiences with the group.

Children learn about an excellent healthy life style as they are inspired to enjoy and engage in daily fresh air and exercise. They use an extensive range of equipment embracing challenges and demonstrating exceptional confidence and coordination, as they climb, balance and crawl. All children enjoy a very well balanced diet, as they are provided with an excellent variety of snacks, and these are tailored to meet their individual needs. Drinks are readily available to maintain their fluid intake. Superb activities such as using a light box reinforce the message of effective hand washing procedures to remove germs and therefore children very competently wash their hands or are given support. They become aware of excellent hygiene practises as these are modelled by the staff. Children feel extremely safe and secure as excellent routines and procedures help them learn about safety. For example, children know from displayed pictures how many children can use the large swing whilst outdoors. They help to put toys away whilst engaging in a tidy up song and use equipment such as scissors being supported effectively by staff. Local visits from the police also provide invaluable information to ensure they become familiar and aware of safety measures and this is further enhanced as staff build upon this using role play activities, for instance about road safety. Consequently, the outcomes for children are outstanding.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
The effectiveness of partnerships	1
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	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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