

Spooner Row Acorns

Inspection report for early years provision

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Inspector Glenda Field

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Type of setting Childcare - Non-Domestic

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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

Spooner Row Acorns is run by a voluntary committee of parents and carers. It is a long established provision that opened at the current location in 2007. It operates from a fixed mobile in the grounds of Spooner Row County Primary School, Norfolk. Children have access to a secure enclosed outdoor play area. A maximum of 11 children may attend the pre-school at any one time. The pre-school is open each weekday from 9am to 3.30pm during school term times.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 11 children may attend the pre-school at any one time. There are currently 16 children aged from two to under five years on roll. The pre-school provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities.

The pre-school employs five members of staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's individual needs are met exceptionally well in this outstanding pre-school. Staff use the skills they have learned through high quality training to provide captivating learning experiences and a highly safe environment. Play is purposeful and planned very well, and takes into account children's ideas and interests so they make rapid progress. Excellent partnerships with staff in the host school and with other professionals enable the playgroup to be fully inclusive. Consequently, it gives very effective support to all children. Strong teamwork and frequent evaluation of the playgroup's strengths and areas for improvement underpin the pre-school's outstanding capacity to improve.

What steps need to be taken to improve provision further?

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

- continuing to develop systems to maximise outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the staff have completed detailed child protection training. All staff are aware of their role and responsibilities in protecting the children in their care and their policies and procedures reflect this. They have a comprehensive understanding of the types of abuse and the correct

procedures to follow should they have any concerns. There are robust recruitment procedures in place and this ensures any adults who work with children are suitable to do so.

Children display an excellent awareness of safety issues and recognise and understand how to keep themselves safe. Children are given opportunities for independence and take responsibility for their own safety, such as reminders not to run indoors and clear explanations as what might happen if they do. This helps children understand the system of cause and effect. The risk assessments are detailed and cover anything a child may come into contact with during their time at pre-school. They also include risk assessments for outings to ensure children's safety remains a priority at all times. The leadership and management of the pre-school is exemplary. The manager and her deputy have high aspirations for quality through ongoing improvements and a strong commitment to equality and diversity.

All children are well integrated and staff are skilled at ensuring all children benefit from all aspects of pre-school life. It is clear by the records the staff keep that all children's development in relation to their starting points is excellent. The staff are very successful in taking steps to identify children's learning gaps and plan fun and stimulating activities to narrow any achievement gaps. Consequently, the outcomes for children in all areas and their experiences are extremely positive. The pre-school work very hard on their self-evaluation form to show at all levels the rigorous monitoring and analysis of what the setting does well and their areas for improvement. As a result all areas for action are well targeted and most beneficial. The process for managing staff performance for their personal development is used exceptionally well and all staff are well supported and valued within the team. Morale within the staff is very high and they believe in the work they do and this is evident in their achievements as a setting. As a result, outcomes in children's progress and well-being is exceptionally high.

There is an excellent partnership with parents and carers with a free flow of information which ensures children progress and their welfare needs are well met. Parents speak glowingly of the staff and all they do for the children. Staff are fully committed to supporting the family as a whole and feel this is an essential way to meet children's individual needs. Partnerships in the broader sense are fully established. Staff aid transitions to school extremely well and welcome any visits from local school teachers. This helps children get to know their new teacher before they start school. The well-established channels of communication allow staff to successfully promote children's learning, development and welfare.

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

Children are making very good progress in their learning, because they are supported by staff who have an excellent knowledge of the early learning goals. Information regarding children's achievements, interests and needs is used to support and take children to their next step in their learning and development. Staff provide the children with developmentally appropriate activities which help move them forward at a pace that suits them. All children are treated as

individuals and their differences are celebrated. Staff enjoy their job and this is evident in the way they respond and support all children. Children are confident in their surroundings. They are able to select the toys and resources from an extensive choice available. Staff assist children when playing on the computer and are skilled in knowing when to allow children to do things for themselves and when they are needed. Children are curious and ask lots of questions. They are eager to learn and participate in all activities. Staff give children lots of praise and encouragement and are aware of the importance of building children's confidence and self-esteem.

Children's behaviour is exceptional, they are so busy in their play that there is no time for unwanted behaviour. Children support each other and offer toys to waiting children once they have finished playing with them. This results in a harmonious and calm feeling throughout the pre-school. Staff are excellent role models and teach children how to respect themselves and those around them. This helps children make a positive contribution within their direct environment and the community they live in.

Children display great enthusiasm for physical play both indoors and out, they squeal with delight when running outside to play in the fresh air. When playing outside they have ample time to experiment with natural and man made materials. Children play with wood, they plant vegetables and have an area in which to share books or talk with their friends. The staff have excelled in making the outside area a fantastic place to explore and investigate. Children have a very positive attitude to healthy eating and they relish snack time. The snack time is available for children when they wish and their self-help skills and independence are very well promoted. Children pour their own drinks and cut their own fruit. At meal times, parents provide their children's meals and staff use this time to relax and talk to the children about their morning. They ask what they would like to do in the afternoon and follow the children's interests. All planning reflects that the staff are very flexible and feel it is essential to follow what the children would like to do.

Children make excellent progress in developing a range of skills which will aid them in later life. They solve problems as they complete puzzles and think ahead about which piece will fit where. They use their communications skills extremely well while they negotiate when building a balance beam from wooden blocks in the outdoor area. Further activities, such as the computer, help children with their information technology. Children can reflect on their work through lots of beautiful pictures which they enjoy sharing with their friends and parents. Staff take regular observations and assessments of the children and draw on this information to ensure all experiences offered improve and stretch children's learning and development. Children thrive and grow due to the setting they are in and the activities staff provide.

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
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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

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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