

Little Acorns Pre-School

The Globe Primary School, Irene Avenue, Lancing, West Sussex, BN15 9NZ

Inspection date	24/10/2012
Previous inspection date	15/05/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The staff team are well established and experienced so they understand how children play and learn.
- Ongoing staff training and development means they have a clear understanding of how to plan for each child's learning and development and to prepare them for school.
- Effective partnerships with parents and other professionals have been developed so each child receives the additional support they need.
- Opportunities for children to learn to lead a health lifestyle through daily routines, diet and outdoor activities.

It is not yet outstanding because

- There are few first-hand opportunities for children to experiment with some aspects of mathematics.
- Staff do not take every opportunity to direct children's play from their own interests.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities both indoors and outside.
- Three parents were spoken to and their views sought about the pre-school.
- A selection of records and documentation was viewed including children's development records.
- A joint observation of a cooking activity was conducted with the pre-school head.

Inspector

Jill Steer

Full Report

Information about the setting

Little Acorns Pre-school is privately owned and registered in its current location in 2008. It operates from the community room in The Globe Primary School, Lancing, West Sussex. Children have access to an enclosed outdoor play area and the school playing fields. The pre-school is open each weekday from 9am to 12pm each weekday in term time and from 12.30pm to 3pm each Tuesday and Thursday.

There are currently 31 children aged from two and a half to under five years on roll. The nursery supports a number of children with special educational needs and/or disabilities. This provision is registered by Ofsted on the Early Years Register and the compulsory and

voluntary parts of the Childcare Register.

There are seven members of staff, five of whom hold appropriate early years qualifications to at least level 2. The setting provides funded free early education for two, three and four-year-olds.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- create more opportunities for children to explore number, measure and weight
- further support children to choose their activities by planning first hand experiences and challenges which are linked to their own interests

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress in their learning and development. This is because they enjoy an interesting range of activities which incorporate all areas of learning. The activities are suitable for their individual stages of development but provide challenge and inspire them to learn. An effective system for monitoring children's progress is in place. This starts with staff finding out what children can already do when they first come to the pre-school. This enables them to plan activities so each child can be included at their own level. Staff understand how to focus on what interests children such as encouraging them to enjoy the hedgehog home one child made using leaves and twigs. However, they do not always exploit these opportunities to fully extend the topic and potential learning for all children such as letting them create their own animal homes. Children arrive happily; keen to see what they will be doing each day as staff make their learning a fun experience. Parents are continuously involved in their children's learning, from the initial consultation, to ongoing consultations about their progress. The staff understand the requirement for completing the two year progress checks and have systems in place to work with parents to complete them when required.

Children can make many choices about what they do both indoors and out. They move around freely, often transporting resources with them. Children communicate well with each other and adults. For example when the mouse won't click on a picture, children are confident to ask for help, knowing staff are on hand and eager to help resolve the problem. This enables children to feel a sense of achievement by completing the task.

Their language and literacy development is encouraged well. They begin by self registering, recognising their own names to say they have arrived, and discussing the shapes of letters during the sociable circle times. Many labels are displayed around the space and a re-organised, cosy reading area entices children to enjoy looking at the books. Children form friendships and enjoy playing games together such as when they are outside. Some children push dolls in buggies, racing down the grassy slope, while others drive their cars to the petrol station and home, calling out greetings to each other as they meet. Children's knowledge and understanding of mathematical language is developed as the staff use the correct terminology in their explanations. For example, during cooking pizzas they talk about needing 100 millilitres of water and use a measuring jug to get the correct amount. However, there are limited opportunities for children to investigate number, weight and volume for themselves such as measuring their own ingredients when cooking and parking bikes and cars in numbered spaces. Staff introduce a variety of language, physical skills and experiences through their involvement in the allotment. They dig the ground, plant the crops, finding out how to make them grow, until they can harvest them to taste at snack times. They even grow their own Halloween pumpkin. Children eagerly demonstrate their artistic skills at the easel as they create great artworks. Staff encourage them by talking about the colours of the paints as well as their creations as people, shapes and patterns emerge on the paper.

The contribution of the early years provision to the well-being of children

Staff have high expectations of children and are aware of their capabilities. They acknowledge and value their individual personalities, likes, and dislikes which builds children's self-esteem and confidence well. As a result, children make good progress in their personal, social and emotional development. The effective key worker system means children are helped to settle well into the setting and trusting relationships are formed. Each key person gets to know their group of children particularly well so their individual needs, and any additional needs, are fully understood and supported. Staff role model good behaviour and help children manage their feelings and emotions. Consequently, children behave well and show care and consideration for other people. For example, taking their turn and sharing during games and activities. Staff take advantage of sessions such as snack time to encourage general discussions, often including feelings and emotions. They talk about how their actions may affect other people so children can begin to take responsibility and respect others. As staff treat children respectfully, they feel safe and confident in the setting and reciprocate the modelled behaviour. They are confident to approach the staff and to explore the environment which is arranged into areas of activity such as construction, reading and creative. Low level storage systems mean children can help themselves to what they need and can easily find things.

A high value is placed on health and hygiene as staff continuously discuss when and why children should wash their hands. As a result children have learnt for example, that when they are cooking they should wash their hands first, then again if they cough or sneeze to remove the germs. Children serve themselves at snack times, buttering their own bread as they sit round the table together chatting sociably. They enjoy eating fresh fruits and tasting many of the crops they have nurtured in their own vegetable patch. After eating,

each child happily washes up their plate and cup, still chatting to their friends as they do it. Staff use snack times to talk about the health benefits of the foods and give parents advice on healthy options for lunch boxes. The freedom to play outside at will, supports the need for some children, many of them boys, to be active for much of the time. The large apparatus helps children practice balancing and gaining control of their bodies while the balls develop children's co-ordination. Staff encourage and support children wherever they choose to play and recognise that some children prefer at times to be calmer so may go back inside.

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

The whole staff team attend child protection training so they have the latest information about recognising the signs that children may be at risk. This enables them to correctly manage their concerns and help safeguard the welfare of the children. Staff work closely with the other professionals and agencies involved with the children and their families to provide the support they need for healthy development. They have links with speech and language therapy, physiotherapy, health visitors and children's services. The special educational needs coordinator acts as they key link with them for the pre-school. Partnerships with parents is considered of great importance in meeting the needs of the children, as they know their children best. Regular information is shared with them about daily activities as well as longer term plans. Staff invite them in to view their child's learning journey to discuss their development and be involved in their learning. Parents speak highly of the pre-school and are happy with the level and frequency of information sharing. Many parents recommend the pre-school to others and are keen for brothers and sisters to also attend when their time comes.

Staff are committed to improving their practice to continue to meet the learning and development needs of each child. Through training and research they have familiarised themselves with the revisions to the Early Years Foundation Stage. This has enabled them to review and update their educational programme so they continue to provide challenging experiences for all children that close the gaps in their learning. Systems for evaluating staff practice both as a team and as individuals are effective in identifying areas for improvement. Staff observe each other and use the feedback and preference to identify individual training needs. They have demonstrated their commitment to ongoing improvement by promptly addressing recommendations set at inspections and respect all feedback they receive as constructive.

What inspection judgements mean

Registered early years provision

Grade Judgement Description

Grade 1 Outstanding Outstanding provision is highly effective in meeting the needs

		of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY385887
Local authority	West Sussex
Inspection number	885579
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	31

Name of provider	Patricia Hughes
Date of previous inspection	15/05/2009
Telephone number	07919376771

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Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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