

Little Acorns Pre-School

S S Puma, Church Road, WALLINGTON, Surrey, SM6 7NH

Inspection date

23/11/2012

Previous inspection date

20/01/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and benefit from a suitable range of adult-led and child-initiated experiences, both inside and outdoors.
- Partnerships with parents are well established, enabling the caring practitioners to help children make sound progress and receive suitable support.
- All children use a variety of good quality toys and learning resources to support their play and learning.

It is not yet good because

- Some activities lack challenge, due to shortfalls in some areas of the delivery of the educational programme. As a result, some children are not given fully efficient opportunities to develop their communication and language skills during activities such as responding to stories and making contributions in Circle time.
- Children do not have regular spontaneous opportunities to develop their writing skills during their play.
- The provider has not met all legal requirements in relation to making documentation available for inspection and in maintaining the cleanliness of all areas of the premises.

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 the children during their activities.
- The inspector carried out discussions with staff members and observed their practice.
- All areas accessible to the children were inspected, along with areas children do not have access to, such as the staff toilet and the kitchen.
- The inspector took account of the views of six parents spoken to on the day of the inspection.

Inspector

Ray O'Neill

Full Report

Information about the setting

Little Acorns was registered in 2010. It is privately owned and operates from the Sea Cadets' Unit which is based in Beddington Park in Wallington, Surrey. Children have the use of a large hall and two smaller rooms. There is secure outside play area as well as access to the park for outings. The setting is registered on the Early Years Register for a maximum of 26 children in the early years age group aged from two to five years. There are currently 21 children on roll, of whom a number of three and four-year-old children receive funding for nursery education. The provision offers flexible times of operation

between the hours of 9.30am and 12.30pm from Monday to Friday. The setting operates a lunchtime club on Mondays, Wednesday and Fridays between the hours of 12.30 pm to 2.30pm and on Tuesdays and Thursdays between the hours of 12.20pm and 1.30pm. There are six members of staff of whom five hold an appropriate childcare qualification and one who is training.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- keep the toilet facilities clean and be aware of, and comply with, requirements of health and safety legislation (including hygiene requirements)
- ensure that records are easily accessible and available, including: certificate of registration, public liability insurance, complaint record and staff qualifications and first-aid certificates.

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

- increase children's opportunities to develop their speaking skills in all areas of learning by adults generating planned open questions and giving thinking time for children to respond
- extend the range of activities for children to develop their writing skills, for example modelling shopping lists, during role-play and listening and supporting what children say about the marks they make.

Inspection judgements

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

Staff have recently attended training to improve their knowledge and understanding of the revised Early Years Foundation Stage framework. Children make satisfactory progress overall in their learning and development in relation to their individual starting points. The educational programme throughout the setting offers some depth, breadth and challenge for children. Staff provide a suitable range of experiences and activities for children to explore. Children are also able to determine their own play experiences according to their individual interests and abilities. Children enjoy listening to well-known stories and selecting books to look through and mimic reading behaviour. However, opportunities for children to develop their speaking skills through activities involving adult questioning are not fully developed.

Children show good concentration and determination as they complete puzzles. Staff offer encouragement as they help children to think about position and shape, promoting their problem-solving skills and early mathematical development. Resources are easily accessible, and children independently choose what they would like to do. Some children use their imaginations as they dress up in fireman and princess costumes in the role play area, acting out fantasy games from their own experiences. Children enjoy playing with shape puzzles and games. For example, children select cards and delight in finding the matching shape card or when they complete the puzzle. Children are developing some early writing skills using paintbrushes, chalk and pencils. However, they have fewer opportunities to write for a purpose, for example in the role-play area.

Staff gain appropriate information from parents when children first start at the setting. This provides a clear insight into children's developmental starting points to help staff plan for children's individual learning. Systems to share information about children's progress and extend their learning at home are established. Staff support children who have English as an additional language and/or children with special educational needs. For example, the experienced manager has established effective links with speech and language therapists and children centre services. Staff observe what children can do which are used well to monitor progress and plan for each child's next stage in their learning and development.

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

Most children and parents have links with their key person and develop confidence and trust during the settling-in process. Children are eager to explore the activities on offer, and this means they separate from parents easily. A caring and supportive staff team care for children. They provide reassurance and support to foster children's emotional well-being. Children behave well as they are engaged in play and staff help ensure their safety and promote fairness. Children learn about staying safe as they take part in evacuation procedures so that they know what to do in an emergency and enjoy the regular visits from the local police. Children show confidence at the setting when they arrive, and self-register through the "acorn" system and find their baskets to put their belongings in. Children explore independently and seek the support of adults if required. Children enjoy interaction from staff, who offer praise and encouragement, which helps to develop their self-esteem. There is also a range of resources and books, posters and play-people that reflect images of different cultures. The setting also celebrates a range of festivals that help children learn about people from different cultures.

Staff promote children's health well. Children try a range of healthy snacks, and they clean their hands before eating, helping them to develop good hygiene habits. Staff liaise with parents to ensure children's dietary needs are met and they reflect children's favourite foods and changing tastes in the menu. Most children manage their personal hygiene independently and go to the toilet when needed. However, the toilets are not regularly cleaned by other users of the premises, which does not fully promote children's good health. Children have regular opportunities for outside play. They use tricycles, beams and

balls to demonstrate their coordination, balance and ball skills.

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

Leadership and management are satisfactory. The staff team is stable, and the required checks are carried out to help ensure staff are suitable to work with children. The premises are secure and staff are clear about the procedures for protecting children from unfamiliar adults. However, the toilets are not regularly cleaned which puts the children at risk of cross infection. Staff record and share details of accidents with parents and carers to inform them of their child's well-being. Staff have a suitable knowledge of child protection safeguarding procedures.

In discussion the manager demonstrates knowledge about the documentation that is needed to meet the requirements of the Early Years Foundation Stage framework and confirms that this is all in place. However, due to several required documents being taken home by the manager they were unavailable for inspection by Ofsted. These include the certificate of registration, public liability insurance, complaints record and evidence of staff's qualifications and first aid certificates. This is a breach of a legal requirement.

The manager involves children, staff and parents in making suggestions to improve the setting, although a robust system of self-evaluation is to be established. The manager and staff members work closely with advisors from the local authority to evaluate and monitor the provision as a whole. Most parents feel involved and welcome at the setting and report that they find the staff approachable. Staff have devised learning journals that depict children's progress and invite comments from parents on their child's learning and development. They keep parents updated on their child's progress through termly meetings with their child's key person to exchange information. Staff are also available each day to speak to parents informally.

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	EY409686
Local authority	Sutton
Inspection number	892619
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	21
Name of provider	Roslyn Deborah Turrell
Date of previous inspection	20/01/2011
Telephone number	0208 6698219

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a

copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

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.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

