

# Little Acorns Pre-School

Kingsnorth Recreation Centre, Field View, Kingsnorth, Ashford, Kent, TN23 3NZ

<b>Inspection date</b>	28/11/2012
Previous inspection date	04/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children make good progress in their learning and development because staff understand their individual preferences and needs and provide activities which reflect these.
- The friendly, caring atmosphere created by the staff team helps children to develop strong bonds, which help them to feel secure and confident.
- Children chat happily as they play and staff are skilled at extending their language by using open ended questions which encourage children to think about their responses.
- Physical development is promoted particularly well as children confidently use toys and resources that promote their balance and coordination.
- The nutritious snacks and drinks provided by the nursery help to promote children's good health. They also receive good support to develop independence in their self-care.

### It is not yet outstanding because

- At times art and crafts activities are too adult directed. This does not sufficiently encourage children to explore their own ideas and express themselves creatively.
- Although children benefit from making choices from activities available, they are not routinely encouraged to take an active role in selecting the resources that are set out by staff each day.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector spoke with the manager and staff team at appropriate times during the inspection.
- The inspector observed staff interacting with children during activities and snack and meal times.
- The inspector spoke with parents.
- The inspector scrutinised a sample of written records and documentation including children's progress records.

## Inspector

Liz Caluori

## Full Report

### Information about the setting

Little Acorns Pre-School registered in 1995. The group is a registered charity and is managed by a committee of parents. It operates from a room in a purpose-built modern community hall on the edge of the Park Farm Estate in Ashford. It has its own cloakroom facilities, access to a kitchen and an enclosed outside play-space. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the

Childcare Register but currently only offers early years provision. There are currently 62 children on roll, all of whom are in the early years age group, attending a mix of full and part time hours. The pre-school opens 9.15am to 3pm five days a week during school term-times.

The pre-school supports children with learning difficulties and/or disabilities as well as those who speak English as an additional language. There are 11 staff employed to work with the children and a minimum of seven are present each session. Of these, nine hold recognised childcare qualifications. The childcare team are supported by an administrator.

### **What the setting needs to do to improve further**

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

- offer greater encouragement and opportunities for children to express themselves creatively and explore their own ideas
- review the organisation of activities and resources to offer children a more active role in deciding what they want to play with.

### **Inspection judgements**

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

Children have fun in the pre-school and make good progress in their all round development. Staff discuss children's abilities and preferences with their parents when they first start and this helps with the settling in process. Staff undertake regular observations of the children and use ongoing assessment, including the progress check for children at age two, to monitor their development. This helps to identify the next steps for each child and staff plan activities to reflect these. Parents are involved in their child's learning by discuss their progress regularly with staff and contributing to their development records. The care of children with special educational needs and/or disabilities is particularly well coordinated. Staff work closely with parents and other professionals, such as speech therapist to support children to reach their full potential.

The manager and staff plan and monitor the educational programmes to ensure that they are effective and to identify any gaps in achievement. Good programmes in place to promote most area of learning although there is a tendency for staff to offer too much direction in some of the arts and crafts activities. This does not support children to be expressive in their art and design. Wall displays feature artwork completed to link in with a

theme or topic. These are often very similar and do not celebrate children's individuality or creativity. However, children enjoy many other opportunities to use their imagination. For example, they engage in role-play games with their friends and use figures and animals to create scenes and act out stories. Staff are skilled at extending children's communication and language. They use good strategies such as open-ended questions to encourage children to form full responses. Staff also understand how to support children who speak English as an additional language. They spend time working directly with the children to help them learn new words. In addition, staff use pictorial symbols to form a time line that helps children with limited English understand the routines within the setting.

Good arrangements are in place to promote children's physical skills. They are free to choose to play outside for much of the day. They are developing good coordination and control as they use equipment such as stilts and balance beams. Children also enthusiastically take part in adult lead activities aimed at teaching specific skills such as hopping and throwing. The praise, support and encouragement that children receive helps to promote their self-esteem and gives them the confidence to become independent in their learning.

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

Children receive nutritious snacks and drinks midway through the morning and afternoon sessions. Those who attend all day bring in packed lunches from home and staff encourage parents to reflect the pre-school's healthy eating policy. Children's health is further promoted as they learn about good personal self-care. They are becoming independent in their toileting and many take tissues to wipe their nose and understand the importance of disposing of these in the bin. Children move sensibly and safely around the pre-school. The freedom they receive to explore the equipment in the outdoor play space encourages them to take managed risks in a safe environment.

A good range of toys and equipment is available to the children but staff generally set up all of the activities before children arrive. Much of each session focuses on free play and children confidently explore the activities on offer. Staff are happy for children to suggest their own activities and ask for different toys to play. However, this concept is not ingrained in the culture of the pre-school. As a result, most children do not take a fully active role in deciding what they want to play with.

Children develop a good sense of security as they form trusting relationships with their key person and the other staff members. They are acquiring positive social skills as they make friendships and learn how to play cooperatively. Good strategies are in place to help children to learn how to manage their own behaviour and, as a result, they are friendly and polite. This, along with their good levels of achievement, helps to prepare children well for their future transitions to school.

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

The committee, manager and staff team work effectively together to evaluate the provision and to promote ongoing improvements. They fully understand their responsibility to promote the learning and development requirements of the Early Years Foundation Stage Framework. Arrangements are in place to monitor staff performance and the success of educational programmes. Regular meetings take place to discuss all aspects of the provision and an appraisal system helps to identify any further training needs among the team.

Children benefit from the positive relationships in place with their parents and other professionals involved in their care and welfare. Good arrangements are also in place to share information with any other childcare settings attended by the children. This supports staff to ensure that care is coordinated and cohesive.

Staff prioritise children's safety effectively. The manager takes lead responsibility for child protection and fully understands the responsibilities of this role. Clear procedures are in place should any concerns arise about the welfare of any of the children. Risk assessments are undertaken and staff review these regularly, putting in place appropriate precautions to reduce any hazards. Robust recruitment arrangements ensure that staff caring for children are suitably vetted and experienced.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### 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

<b>Unique reference number</b>	127324
<b>Local authority</b>	Kent
<b>Inspection number</b>	889004
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Little Acorns Pre-School
<b>Date of previous inspection</b>	04/02/2010
<b>Telephone number</b>	01233 503843

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

