

Acorns Pre-School (Cockington)

Cockington Primary School, Old Mill Road, Torquay, Devon, TQ2 6AP

Inspection date	12/02/2013
Previous inspection date	27/09/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff provide an extensive educational programme, which motivates children and promotes their learning and development highly successfully.
- Staff are meticulous in their observation, assessment and planning for children's individual learning needs. As a result children make excellent progress.
- Staff have an exemplary awareness of children's individual needs and how to meet them. This means that they provide excellent support to all children.
- Rigorous self-evaluation procedures result in a determined drive and ambition to further develop and improve the provision.

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 observed children in their activities in all play areas.
- The inspector had discussions with the provider, staff and parents.
- The inspector selected and discussed specific policies and procedures.
- The inspector scrutinised safety and security of the premises.

Inspector

Julie Wright

Full Report

Information about the setting

Acorns Pre-school (Cockington) opened in 1999 and was owned and run by the present owner in a partnership. In 2004 she became the sole owner and re-registered the pre-school. Since January 2009 the pre-school has operated from purpose built rooms within Cockington Primary school. Care is available to children from 8am to 6pm, which includes a breakfast and after school club, for 50 weeks of the year. Priority places for out of school care go to children attending Cockington Primary School or Acorns Pre-school. The pre-school operates from 8.45am to 3.15pm in term-time only.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 168 children on roll, 110 of whom are in the early years age range. The pre-school is in receipt of early education funding, for children aged two, three and four years. There are 16 members of staff who work directly with the children. All staff have an appropriate childcare qualification. The pre-school supports children who learn English as an additional language.

What the setting needs to do to improve further

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

- provide more consistent opportunities for children to practise writing their own names, for example, on their drawings and models.

Inspection judgements

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

Staff are highly attentive to the needs of children and their families. They provide a very welcoming and inclusive childcare service. A highly effective key person system is in place, which successfully contributes to excellent relationships. As a result, children feel very secure because they form very firm attachments. Staff skilfully interact with children during activities and demonstrate an excellent awareness of learning and development. As an example, staff introduce different words in a mathematical activity, such as 'zigzag' and 'diamond'. They skilfully extend children's interest and thinking by asking questions and encouraging them to solve problems. Throughout all activities staff conscientiously promote all areas of children's development and reinforce learning. For instance, children listen to a story then draw their own 'recall picture' of a favourite creature or character. Staff ask children about their picture and write a corresponding caption, to model different words and spelling. Children find writing materials in all areas and frequently make marks or draw, although not all staff consistently encourage children to write their own name. Staff provide a highly enabling environment, both indoors and outside. This means that children can readily choose resources that interest them, to make their own discoveries. For example, children select a magnifying glass and carefully examine the petals on a flower. They decide to water the plant and fill a watering can in preparation. Children show an exemplary awareness of safety as they place a 'wet floor' warning sign by a spillage.

Staff are thorough in their implementation of systematic observation and assessment procedures. They rigorously monitor children's progress and plan enriching play

experiences to promote further learning for every child. Records of development show that children make very good progress from their starting points towards the early learning goals. Parents also regularly contribute to their children's progress records, for example, with the use of 'wow' cards. To link with their assessments staff plan highly effective educational programmes which help children develop strong foundations in all areas and particularly their communication and language skills, personal, social, emotional and physical development. Staff provide an excellent balance of adult-led and child-initiated activities. Children are curious and inquisitive, which is important to future learning. They eagerly join in, willingly listen and show exemplary levels of concentration. Therefore, they are very well prepared for school.

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

The well-established key person system and highly effective introductory procedures significantly help children to settle well. Staff dedicate plenty of time to getting to know children and their families, in order to fully meet their individual needs. They gently nurture new and younger children, to promote trust and security, so that they thrive in their care. Children arrive with eager anticipation and are happy to be there. They seek out special friends and readily engage in play. Children show very positive attitudes in their learning and social skills. For example, they are keen to help with everyday tasks, such as tidy-up time. Children busily sort and put things away, demonstrating a strong sense of responsibility. They show high levels of self-esteem and are very proud of their achievements. For example, they like to tell people what they have been doing and to show them their special stickers. Children behave very well and are polite. They show respect and an early understanding of the needs of others, which helps them to be thoughtful and kind. Consistent routines have a positive impact on the children, for example, children very clearly understand good hygiene practice and develop independent skills in their personal care. Children decide when to have snack and competently serve themselves. They skilfully use spoons and tongs to select appropriate amounts of food. Staff are conscientious about children's health and take rigorous steps to promote this. For example, they provide an extensive range of information for parents with support from other professionals, such as a dietician.

Children relish the frequent outdoor play opportunities. Outside areas are exceptionally well resourced to provide adventure and excitement. As an example, children eagerly explore the natural environment, where they can plant and grow things, or look for small world creatures. Children eagerly climb, swing and scramble, which promotes physical skills. Staff ensure that outdoor play promotes continuity of learning in all areas of development. They are highly effective in their planning, both for groups of children and for individuals. Consequently, staff consistently engage and fully motivate children. Staff introduce novel activities to inspire children's interests and promote development. For instance, younger children show delight as they sweep with small brooms, making patterns on the floor. Older children discover alphabet dice and 'treasure' hidden in jelly. They proudly show what they have found and then identify and match familiar letters.

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

Staff are highly conscientious in their safety procedures and supervision of children. They maintain consistently effective ratios, in order to support children at all times. Organisation and deployment of staff are rigorous, which results in effective supervision of the areas where children play. In addition to this, CCTV is in use to monitor security of the premises. Staff have a very thorough knowledge of the pre-school's comprehensive policies and procedures. They implement these in practice to promote children's health, safety and well-being effectively. As an example, staff complete rigorous risk assessments to ensure a safe, secure environment for children. They have an excellent awareness of the safeguarding procedures and their responsibilities in child protection. Robust vetting and recruitment procedures are in place, so that suitable persons care for children. Highly effective induction, appraisal and supervision systems successfully monitor staff's on-going suitability. Staff constantly reflect on the effectiveness of their provision and strive for further improvements. For example, they frequently evaluate children's progress, the effectiveness of activities and seek parents' views. In recent months they have extended the provision of care for younger children. They have further improved outdoor play by providing a canopy, so that children can be outside in most weather conditions. Staff are well-qualified and continue to attend a variety of training courses, in order to further develop their childcare expertise. Therefore, they demonstrate an excellent capacity for on-going improvement.

Partnerships with parents and external agencies are very strong, which results in excellent support for children. Staff actively engage with parents and work closely with them, to meet the needs of children. At inspection parents provide extremely positive feedback on the quality of care. Staff are proactive in supporting children and family members who learn English as an additional language. For example, they provide dual language books and other resources reflecting different backgrounds, to fully promote inclusion. Staff welcome parents to help with activities in the pre-school, such as in reading stories and singing. Visual aids to enhance children's communication and understanding include the use of signing and pictures. The pre-school has established highly effective working relationships with other agencies, for example, children's services and health departments. Therefore, staff have access to additional support for children. Staff demonstrate an excellent awareness of their childcare responsibilities and share a strong commitment to exemplary practice.

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
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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	EY278160
Local authority	Torbay
Inspection number	904306

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	64
Number of children on roll	168
Name of provider	Deborah Stephens
Date of previous inspection	27/09/2011
Telephone number	01803 500144

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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.

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