

Acorns Pre-School (Cockington)

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

Inspection date	19/06/2013
Previous inspection date	12/02/2013

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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 are enthusiastic and motivated. They provide excellent role models to children in being active thinkers and learners.
- Staff promote children's independence exceedingly well. From an early age children take responsibility for organising their own resources and deciding what they want to play with.
- Thorough and robust systems are in place to reflect and review all areas and drive ambitious improvements to improve outcomes for children further.
- Staff are extremely confident to use extensive observation and planning systems to precisely identify each child's current achievements and plan challenging and inspiring activities for them. As a result, children make excellent progress in their learning and development.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 and staff in all the play areas and outside.
- The inspector spoke with the manager, staff and children during the inspection.
- The inspector conducted a joint observation with a member of staff.
- The inspector spoke with a number of parents on the day.
- The inspector sampled a selection of documentation, including suitability checks, required records and children's learning records.

Inspector

Anne-Marie Moyse

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 184 children on roll, 112 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 17 members of staff who work directly with the children. All staff have an appropriate childcare qualification including one member of staff with Early Years Professional status. 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:

- improve consistency in ensuring all staff give children plenty of time to think and reply so they develop their communication skills.

Inspection judgements

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

Staff plan and provide an exceptional range of activities and experiences for the children to help them make rapid progress in their learning and development. Each member of staff is very confident and professional in taking responsibility for promoting an enthusiastic and vibrant learning environment. As a result, children are eager to learn and feel valued and included in the pre-school. Staff engage parents, carers and others in children's learning and development, providing regular opportunities to discuss children's needs and progress. This secure and comprehensive relationship provides effective information sharing and consistency for the child. Staff continually observe children to note their current interest and abilities. They adapt and challenge children constantly to help them think and develop new ideas and achievements during their play. Staff organise a wide variety of inspiring activities for children both inside and out, so children have plenty of choice and can freely play in either environment. As a result, children are

confident, motivated learners who are developing excellent skills for the future. Children are very well prepared as they get ready to move on to other settings and into school.

Outside, children organise resources to water the garden to tend their plants. They look carefully to see how they are growing, waiting patiently for the strawberries to ripen. Staff talk to children about the ladybird found, explaining the good these precious insects do in the garden. Children are sensitive and careful as they hold the insect, learning to take care of all creatures. They play robustly on the slide and climbing nets being challenged to be creative, yet safe, in how they move and control their bodies. They wait patiently for others to exit the slide before it is their turn and remember to push each other gently on the swing. Staff set up large painting stations where children explore colour and mixing in the outside area. They paint with their hands to explore the feel and changes in the paint as they use fingers to make designs and patterns. Children enjoy investigating the box of musical instruments, trying out how to make noises with each one. Staff join in and follow children's lead as they play tunes together. They develop rhythm and beat with the instruments, and change tempo and loudness at children's suggestions.

Staff appreciate that children learn best when they find things out for themselves, but are on hand to point children in the right direction. Staff provide an excellent balance of support, giving children opportunity to work things out independently. For example, staff and children explore a range of technology toys. Children concentrate intently, working out which buttons turn the cars different ways. Staff give helpful suggestions when a toy doesn't work, explaining the need for new batteries to give it extra power. Children take responsibility for finding the new batteries and help replace them. All staff understand the importance of supporting children's language skills, especially for those children learning English as an additional language. Staff use words from children's home language to reassure and reinforce their understanding. All staff are trained to sign and use many visual cues to help children communicate and understand. Staff provide excellent commentary and open questions to children during their play, to engage children in practising their language skills. However, at times some staff do not always give children sufficient time to think and reply to develop their communication and language skills to their fullest extent. Staff read stories with enthusiasm, which captivate children's attention. Staff involve younger children to act out the tale or encourage older children to make rhyming words and develop their sound recognition. Staff encourage children to draw and write both inside and out in the garden, including labelling their pictures and projects. At small group times, staff tailor activities to suit the needs of their key children. These adult-directed sessions remain fun and playful. Children thrive on the challenges as they count and calculate in a number of ways. They concentrate well and enthusiastically join in with the activities on offer.

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

Excellent relationship between the staff, children and parents are evident. Staff provide exceptional role models in being positive and resilient. This provides an optimistic atmosphere in the pre-school where children can achieve whatever they set out to do. As a result, children are exceedingly independent and resourceful. They know staff will value

their ideas and help them to achieve if possible. The key person system is extremely effective and establishes firm links between the families and the staff. Parents comment that they have excellent relationships with all the staff. They feel reassured that all staff know each child remarkably well, enhancing their sense of trust and security in the quality of their child's care. As a result, children have strong and secure emotional attachments with the staff. This enables them to enjoy their time and learn in a safe environment. Staff are extremely vigilant and notice any changes in child's needs, immediately offering comfort and reassurance. Staff quickly resolve any issues and swiftly engage children in new activities to help them settle. Staff create a very inspiring and enabling learning environment. High quality toys and equipment are in good order and easy to find. All areas of the premises are impeccably clean, safe and secure with staff attentive in promoting a safe environment. Children know that they need sun cream and a hat on before playing outside and quickly tell their friend if their hat is missing. Staff make sure children do not play outside in the hottest part of the day, keeping them cool and safe in the summer weather.

Children quickly develop their independence in self-help skills. They take care and pride in their environment as they look after the toys and resources. At snack caf, staff organise the resources so children can easily reach and independently choose what to eat. All children wash their hands and follow the familiar routine in choosing what they want and sitting with their friends. Children pour their own drinks and take responsibility in putting the dirty dishes in a pile ready for washing. Staff join in their conversations and encourage children to talk socially about their interests, developing their confidence in social situations. Staff invite children to help with organising resources, such as setting up the painting area or helping to sweep up. Children willingly take on this responsibility. They find the aprons and choose which colour paints to use. Staff support children in being considerate of others' needs and thoughtful in their behaviour. For example, in the water tray a child complains he cannot reach a piece of equipment. Staff suggest that he can change this if he takes time to think about a solution. The child realises that if he moves to the other side, rather than pushing his friend, he has much more space. Staff praise his good thinking in working this out. This builds children's self-esteem and their ability to manage their own behaviour. All children are polite and respectful, and curious to find out by asking questions.

Parents are invited to stay and play at regular sessions each term where they can discuss their child's progress and see their children interacting with their friends. Staff provide workshops and activity days to engage parents in learning and how they can support their child's development.

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

The manager of the setting is extremely ambitious in her drive for excellence. She provides strong effective leadership, enabling her staff to feel empowered to demonstrate their own high-quality professional approach in supporting children's development. Each staff member is confident and has a thorough understanding of the policies and

procedures which underpin the exceptional practice in the setting. Robust recruitment and suitability processes are in place to assess and continually appraise staff suitability. Continual monitoring by the manager and peer-on-peer supervision ensures that all staff maintain high standards of professionalism and integrity. All staff have a thorough understanding of their role and responsibility in safeguarding and promoting children's welfare. Staff receive continual refresher training so they are fully familiar with the child protection procedures in the local area, and are confident to follow these.

Staff continue their professional development by attending training and workshops. The manager invests in future development by inviting prominent specialists in early years practice to deliver bespoke training to her staff. This motivates and inspires the staff and enhances the already first-rate practice in the setting. The manager and all staff are involved in the rigorous supervision process, which help to improve day-to-day practice of all staff. Comprehensive self-evaluation systems demonstrate that staff do not become complacent and constantly strive for improvements. Meticulous monitoring systems used by the staff ensure that children's needs are identified early and support quickly implemented. Staff have very effective relationships with other professionals, settings and schools in the area, promoting excellent levels of consistency for all children.

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 action. 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	916442
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	68
Number of children on roll	184
Name of provider	Deborah Stephens
Date of previous inspection	12/02/2013
Telephone number	01803 500144

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: 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, which are usually the childminder's 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

