

# Little Acorns Pre-School

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

<b>Inspection date</b>	17/10/2013
Previous inspection date	24/10/2012

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

- Staff create a welcoming and friendly environment and this results in children settling quickly and feeling a strong sense of belonging.
- Staff make effective use of the resources available to extend children's thinking and learning. As a result, children make good progress in the areas of learning.
- Staff encourage children to do things for themselves and initiate their own play. This means that children develop strong levels of independence and are well prepared for moving on to school.
- Strong partnerships with parents help contribute to children's continuing learning and well-being.

### It is not yet outstanding because

- Children enjoy plenty of exercise and develop good physical skills. However, staff do not always enable some children to further extend their physical development using a broad range of challenging outdoor play equipment.

## 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.

## Inspection activities

- The inspector observed activities in the play room and the outside learning environment.
- The inspector held a meeting with the owner/manager of the provision.
- The inspector sampled children's learning records and other relevant documentation.
- The inspector took account of the views of parents spoken to on the day.
- The inspector checked evidence of suitability and qualifications of the owner/manager and staff.

## Inspector

Alison Weaver

## Full Report

### Information about the setting

Little Acorns Pre-School is privately owned and opened in 2008 at the current premises. It operates from the community room in The Globe Primary School, Lancing, West Sussex. The group opens five days a week during school term times. Sessions are from 9am to 12 noon every weekday. It also operates from 12 noon to 3pm on Tuesdays and Thursdays. All children share access to an enclosed outdoor play area and the school playing fields.

The group is registered on the Early Years Register. There are currently 28 children on roll in the early years age range. The group is in receipt of funding for the provision of free early education for children aged two, three and four years. Children come from a wide catchment area. The group supports children with special educational needs and/or disabilities and also supports children who learn English as an additional language. The group employs seven staff. There are four staff and the owner/manager who hold appropriate early years qualifications.

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

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

- increase the opportunities for more able children to experience using more physically challenging outdoor equipment that enable them to develop their climbing and balancing skills.

### Inspection judgements

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

Staff use good systems for establishing children's starting points and helping them settle. Parents have a named key person who works closely with them to support children and meet their needs. The key person gains helpful information from parents about their children's abilities and interests. This enables key persons to effectively plan activities that reflect children's interests and provide challenge. This means children become absorbed in their play and have fun as they learn. Key persons have robust systems for observing children and tracking their progress. They competently identify learning priorities and continue to help children make further progress. Parents are actively involved in children's learning. They know what the identified learning priorities are and this helps them consolidate children's learning at home.

Staff know the children well and successfully support individual children to extend their learning. Staff talk to children as they play and ask them questions that encourage a

response. This encourages children to think about what they are doing and express their ideas. As a result, children develop good communication skills and become confident speakers. Children count and recognise numbers as they play the 'snail game' with staff. They develop good mathematical skills as they make the right number of spots with the dough to put on their snail. Children like to explore and investigate their surroundings both indoors and outdoors. Staff encourage this by providing resources for them such as magnifiers and magnets. Children take part in growing activities where they learn about the natural world. They have fun exploring the different sounds they can make with the musical instruments. Staff start an activity such as drawing on a large roll of paper on the floor where children use different tools to draw and develop their early literacy skills. Children have the confidence to develop this activity for themselves. They go on to draw around one another and different body parts. This shows they are active learners who engage in play that has a purpose.

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

Staff form close, warm relationships with their key children. They are very friendly and supportive and this helps children feel safe and secure. Staff encourage children and build their self-esteem. This results in children being confident enough to ask adults for help when they need it. Children show good levels of independence as they see to their own personal needs. Staff organise the toy storage well so that children can easily choose what they want. There is a good range of well maintained resources that staff use effectively to support children's learning. Children make decisions about their play and become independent learners who are ready for school. For example, children decide if they want to play outside or in the play room. They behave well and happily share resources with their friends. Children like to join in the wide range of activities with others. Children play in a safe and secure environment. They develop a good understanding about how to stay safe as they practise emergency evacuation and learn the safety rules.

Staff promote children's health well. Children enjoy healthy snacks and have access to drinking water at all times. They adopt good personal hygiene practices such as washing their hands before having their snack. Children help to do tasks such as washing up their cup and plate after their snack. This helps promote their awareness of the importance of cleanliness. Children show they develop healthy lifestyles as they enjoy playing outside and exercising. They like to run around and ride on the tricycles. Children have access to a variety of climbing equipment where they develop good physical skills and coordination. However, some of the outdoor play equipment provides slightly less challenge for the more physically able children to continue to extend their skills.

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

The owner has a good understanding of the safeguarding and welfare requirements. She effectively meets these requirements and remains suitable to work with children. The owner is fully aware of the need to inform Ofsted of any significant changes or events that

could have an impact on the care of children. All the required documentation is in place and this contributes to children's ongoing safety and well-being. The owner implements robust recruitment and induction procedures. This helps her ensure all staff are suitable and are clear in their understanding of what is expected of them. Staff show a good knowledge and understanding of what to do if they have a child protection concern. This means that children's welfare is promoted effectively. Staff carry out thorough risk assessments and daily safety checks that help them to effectively minimise hazards to children. As a result, children play and move freely in a child friendly environment.

The staff work effectively with parents. They keep them well informed about their children's welfare and learning. Parents get plenty of opportunities to share what they know about their children with the key persons. They work well together to support children who need additional support to help them achieve. Staff form good links with agencies and support workers. Parents and staff gain helpful ideas and advice from outside professionals that they put into practice with children. For example, this is evident as they promote communication skills for children with delayed speech. As a result, gaps are narrowing in children's learning. Parents comment very favourably about staff. They say they feel staff are 'good communicators' who are friendly and give children plenty of attention. They feel that their children are getting on well.

The owner implements effective ongoing systems for making sure staff remain suitable to work with children. She takes robust steps to promote staff professional development. The owner carries out regular staff appraisals that help identify training needs. Staff are keen to improve and develop their skills. The owner and staff competently evaluate the childcare provision and this supports them in continuing to improve outcomes for children. For example, they carefully considered the position of the book area. As a result, they moved it to a different area to make it more inviting and accessible to children. The owner and staff work well as a team to provide good quality care and learning for children.

## 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

<b>Unique reference number</b>	EY385887
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	928495
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Patricia Hughes
<b>Date of previous inspection</b>	24/10/2012
<b>Telephone number</b>	07919376771

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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, 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.



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