

# Little Acorns Pre-School

13 Parkhills Road, BURY, Lancashire, BL9 9AU

## Inspection date

15/01/2014

Previous inspection date

18/06/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

1

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
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## The quality and standards of the early years provision

### This provision is good

- The quality of teaching and learning is consistently good because staff provide interesting and challenging experiences, which enable children to make good progress in their learning and development.
- Safeguarding is purposeful and effective because all staff are aware of what they need to do to keep children safe.
- Leadership and management is strong and effective because there is a good level of understanding and a high level of commitment to improving the quality of the provision.
- Parents are very well informed and supported to be involved in their children's learning. As a result, children settle in well and their emotional well-being is enhanced.

### It is not yet outstanding because

- There are fewer opportunities for some children to enhance their learning and development in the outdoor area because staff interaction is not always as effective in maximising children's thinking.
- Staff are less effective at using routines, such as snack and story time, to ensure children's independence and full participation is maximised.

## 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 carried out a tour of the provision.
- The inspector observed play and learning opportunities for children and spoke to staff members.
- The inspector conducted a joint observation with the manager.
- The inspector carried out an interview with the manager and looked at and discussed a range of policies, procedures and documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Terence Gould

## Full report

### Information about the setting

Little Acorns Pre-School was registered in September 2000 on the Early Years Register. It is run by the trustees of the Metro Christian Centre. The pre-school uses the two first floor rooms as well as the occasional use of the main hall on the ground floor within the Metro Christian Centre. Secure outdoor play space has been made available, in the car park to the front of the building.

The pre-school is open Monday, Wednesday and Friday from 9.15am to 3.30pm, term time only. On Tuesdays and Thursdays, the pre-school closes at 1.15pm. The pre-school receives support from the local authority. There are 38 children aged between the ages of two years and five years on the roll and the pre-school provides funded early education for three- and four-year-olds. The pre-school supports children with English as an additional language and children with special educational needs and/or disabilities.

There are eight members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 2 or above. There is an apprentice and a qualified volunteer, working towards an early years degree, who work two afternoons a week. The manager has a Postgraduate Certificate in Professional Studies with Early Years Specialism.

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

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

- provide further opportunities for children to enhance their learning and development in the outdoor area by ensuring that staff interaction is always effective in maximising children's learning
- review and reflect on how routines are managed regarding snack and story time, to enable children's independence and full participation to be maximised.

## Inspection judgements

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

The manager and staff have a good knowledge of the Statutory framework for the Early Years Foundation Stage and know how to support the children's progress and development through the prime and specific areas of learning. These areas are implemented through a variety of adult-led and child-initiated activities, which are adapted to meet the individual needs of all children. Therefore, children make good progress in

their learning and development and particularly in their communication and language skills. Children are very happy, engaged and highly motivated as they develop their physical, social, exploration and investigation skills. They engage in activities, such as investigating ice melting and making marks with their fingers in trays of paint. Children cooperate with each other and understand that they need to share and take turns when playing harmoniously together.

Staff have high expectations of all children. They complete regular assessments and tracking documents, which indicate that children are making good progress during their time at the pre-school. These documents are used effectively to identify children's strengths and the areas in which to further support their learning and development. Learning journeys are in place for all children containing information collected from parents and observations from the pre-school. These show the next steps for children and their age bands, as well as photographs and examples of their work, so their individual needs are successfully planned for. The key person effectively encourages parents to contribute to initial assessments on their child, when starting at the pre-school, through one-to-one meetings and completing 'all about me' personal information sheets. Additionally, parents are encouraged to continue their contributions throughout their child's time at the pre-school to promote the importance of home learning. All children are generally working within the typical range of development expected for their ages. The progress children make within the prime areas ensures that they have the necessary skills needed for the next steps in their learning and progression onto school.

The 'Every Child A Talker' programme is used effectively to support the language needs of children attending. This includes those learning English as an additional language. As a result, the communication and language development of children is being very well supported, including where children's starting points are low, through carefully planned programmes of support at the pre-school.

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

Children's all-round development and emotional well-being is effectively supported as they are provided with a stimulating, well-resourced and welcoming environment. For example, children use a signing-in process on arrival, where they find their name and add a face to match. This enables them to use this opportunity to talk to their key person about how they are feeling. A strong key person system is in place, which enables children to build positive relationships with each other and staff, as they form secure attachments. Parents spoken to at the time of inspection, comment that they feel supported by the pre-school staff and their children feel safe and settled within their care. Transitions are managed and supported well, being adapted to each child's individual needs. This ensures children are prepared for the next stage in their learning when leaving the pre-school. Additionally, where possible, children make visits to the local primary school they are to attend and staff share meaningful information to support children's well-being. Key persons know their children and their families well with parents commenting that staff are very approachable. Good relationships are established and maintained by all staff with the children, so that they feel secure and very settled. Family books are made with photographs of children's families. This supports children being able to share what they

know about their families. As a result, children are helped to be emotionally secure at the provision.

Children are encouraged to be independent learners through day-to-day activities. They access their own resources, tidy away before snack and lunch and put on their own coats, hats, gloves and scarves before going outdoors. Staff encourage children to manage their own personal needs and promote their own health and well-being. Daily outdoor activities are provided with open-ended resources, which ensure that the children can be physically active. However, when outdoors, teaching is less effective in fully extending children's learning at all times. Healthy, balanced snacks are provided and children choose a drink of water or milk to develop their understanding of a healthy diet and lifestyle. However, there is scope to improve the opportunities at snack time for children's independence skills to be further enhanced, so they can pour their own drinks and put out their own snacks and packed lunches. They know they need to wash their hands before eating and to eat healthy foods to stay healthy.

Children are supported to gain an understanding of risk. For example, when coming up and down the stairs, they are supported how to travel safely and follow safe procedures. Children's identified interests are used well to ensure the range of experiences provided develop their cooperation and independence. For example, the interests of many children in dinosaurs is reflected in play provided with water and mini dinosaurs in ice and with large model dinosaurs. Children's observed behaviours demonstrate that they feel safe and secure in the setting.

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

The pre-school manager and staff demonstrate a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have effective safeguarding policies and procedures to support this knowledge and are confident about how to keep children safe. The welfare of children is monitored closely and staff know who to contact if they have any safeguarding concerns. Suitable checks on adults are carried out to safeguard children with effective recruitment and vetting procedures for staff in place. The designated lead for safeguarding has a clear understanding of the role. She has attended relevant training and fully understands her responsibilities to keep children safe. Robust documentation is in place to record health and safety checks, accidents and medication, which is shared with parents on a daily basis. There are separate comprehensive procedures for the use of mobile telephones and cameras and staff are fully aware of the importance of these policies to protect children. Staff are supported by the manager to discuss relevant safeguarding cases, published nationally and use these to support their own knowledge and good practice. Therefore, children are safeguarded and protected while at the setting.

The management team has a good overview of the provision and demonstrate an effective understanding of the Early Years Foundation Stage. The seven areas of learning are covered through day-to-day activities. The manager leads on monitoring the educational programmes, by observing practice, to ensure that children are progressing well in their

learning and development. Planning and assessment are monitored well, to ensure that staff have a clear understanding of the progress and development of individual children. Effective tracking documents ensure that staff have an awareness of what is working well and what needs to improve. Any additional needs of children are identified, which ensures that appropriate plans are in place to meet their individual requirements. Performance management systems, such as supervisions and appraisals, are in place to support staff in their role. The manager has clear development plans to improve the quality of the practice within the setting. The self-evaluation process takes into account the views of staff, parents and children, for example, using questionnaires to obtain comments and feedback. The manager has recruited and retained a staff team who are experienced and well qualified. Ongoing training needs are identified and recorded through monitoring and staff supervision. Training attended is used to improve aspects of the provision. As a result, children are supported to make good progress in their learning and development. The manager demonstrates the capacity to improve the pre-school because she is well focused on plans to ensure necessary improvements take place. For example, action is being taken to improve the quality of learning journeys and the use of the indoor space.

Parents' comment that they are pleased with the way the pre-school staff support their children. Parents are very supportive of the pre-school and comment that the staff are good at communicating with them and involving them in their children's learning. Where the pre-school needs to work with external agencies, they understand the importance of partnerships and involving parents and working together to support children's progress. This is demonstrated where practitioners work with the speech and language service to ensure that children are supported in their communication and language.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	316842
<b>Local authority</b>	Bury
<b>Inspection number</b>	847713
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	34
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Metro Christian Centre, Bury
<b>Date of previous inspection</b>	18/06/2010
<b>Telephone number</b>	0161 761 6942

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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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