

# Rougham Acorns And Woodlands Ltd

Rougham VA Primary School, Rougham, BURY ST. EDMUNDS, Suffolk, IP30 9JJ

<b>Inspection date</b>	14/03/2014
Previous inspection date	17/12/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	Previous inspection:	3
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 are very happy, content and settled in the relaxed and friendly atmosphere of the pre-school. Very good relationships are established with parents and other professionals. This makes a strong contribution to meeting children's individual needs and enables all children to make good progress in relation to their starting points.
- Children are keen to learn because staff have a secure understanding of how to capture and engage their interests. They provide children with an exciting range of activities which motivate them and challenge their thinking.
- Children's safety is given a high profile and all staff are fully aware of their child protection responsibilities. Comprehensive risk assessments and daily checks are undertaken and recorded.
- The committee, manager and staff show a strong commitment to the pre-school provision and plans for continuous improvement are well targeted.

### It is not yet outstanding because

- The outside area lacks environmental print, such as text and posters, to further support children's developing literacy skills.
- Familiar, real life resources are not always provided to fully extend children's rich and imaginative play.

## 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 activities in the inside and outside learning environments.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and staff of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of all staff working with children, the provider's self-evaluation form and improvement plan.

## Inspector

Jacqui Oliver

## Full report

### Information about the setting

Rougham Acorns and Woodlands Ltd re-registered as a limited company in 2008. The pre-school is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It is managed by a voluntary management committee made up of parents of the children who attend. It operates from a new purpose-built building on the primary school grounds. The pre-school is situated in Rougham, Suffolk and serves the local area and has strong links with the school. The pre-school is accessible to all children and there is an enclosed area available for outdoor play. The pre-school is open each weekday from 8.50am to 11.20am and from 12.20pm until 2.50pm with a lunch club provision to link the two sessions. There is also before and after school care provided from 8am until 8.50am and 3.15pm until 6 pm. A holiday scheme operates during the school holidays. Children can attend for a variety of sessions. There are currently 33 children in the early years age range. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery employs seven members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The pre-school supports children with special educational needs and/or disabilities and children for whom English is 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:

- extend children's literacy skills by providing visual resources and environmental print in the outside area
- enhance children's learning experiences further by providing them with a variety of familiar resources reflecting everyday life, such as real kitchen items, to extend their imaginative play.

### Inspection judgements

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

Staff have a very good knowledge and understanding of the areas of learning and how to challenge and support children so they make good progress. They are enthusiastic in their approach and make the activities they provide fun. Staff develop a very good understanding of each child's abilities and interests by observing them as they play and through regular discussions with their parents. Parents share information about their children's starting points so that key persons are able to plan appropriate activities to meet their interests and individual needs. Staff assess and monitor each child's achievements to ensure that they are progressing well which helps to highlight any gaps

in the development of individual children or groups of children. These records show that all children are progressing as expected for their age. The systems in place for observing children's achievements and planning for their progression are regularly reviewed and there is a good awareness of meeting the needs of specific groups of children, such as those learning English as an additional language or who have special educational needs and/or disabilities. This support enables all children to make consistent progress in relation to their starting points.

Appropriate arrangements are in place to complete the required progress checks for children aged two years. Staff support children well, as they engage and join in with the children's learning. They provide an interesting and lively environment for children to learn and play. Children are encouraged to be independent learners who are willing to have a go at activities. They concentrate well and choose their own way of doing things, which are all characteristics of effective learning. The manager and staff use very effective strategies to promote children's communication and language. Staff have taken part in the 'Every child a talker' programme which has had a very positive impact on their interactions with the children. For example they get down to the children's level to speak to them, use open-ended questions and give them ample time to reply, which supports children's developing language and communication skills. Staff successfully engage children in conversations and share jokes, creating a happy and relaxed atmosphere.

Children are well prepared for their next stage in learning. For example, they learn to sit quietly, take turns and listen to stories. They develop a good understanding of mathematics through play activities and during daily routines, such as singing number songs and at snack time. Staff provide many opportunities for the children to develop their understanding of the world. For example, they notice the changes in the weather and nature, and observe insects as they play outside in the large garden and surrounding fields. Children's learning is enhanced by a range of visitors to the setting, including the dental nurse and a visitor from a local zoo who showed the children a range of 'creepy crawlies', such as stick insects, cockroaches and snakes. They enjoy making and eating pancakes on Pancake Day and joining in with activities on fun days, such as World Book Day. Children learn about other cultures and ways of life through discussion of significant events and tasting foods from other countries. Computers and other technical resources, such as programmable toys enable children to develop a good understanding of information and communication technology. This supports children well in acquiring skills for the future and for their eventual move to school. Staff act as positive role models, providing good levels of teaching. Children learn to recognise and write their name which supports their early literacy skills. They are helped to understand that print carries meaning. For example, inside there are many colourful displays and posters around the room and resources are clearly labelled. However, this is not yet extended into the outdoor environment, so as to maximise opportunities for those children who learn best outdoors.

Parents are kept well informed of their child's development to ensure they are able to be involved in their learning. Regular newsletters and notice boards inform parents of the activities that are on offer at the pre-school which enable them to consolidate and continue their children's learning at home. Every child has a learning journey book which is displayed by the door where they can be easily accessed by children and parents. They

can look at the books whenever they wish and are encouraged to take them home to share with all family members. Children also enjoy looking at them with their key persons, celebrating their achievements. They talk confidently about the things they have done, while looking at photographs and pictures they have drawn or painted. Parents are encouraged to contribute to their children's learning journeys and key persons work very closely with them, resulting in children receiving very good support.

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

Staff are caring, supportive and friendly. They get to know their key children well and are able to plan and provide a stimulating and well-resourced environment, both indoors and outside to support children's all-round development and the emotional well-being of children. The pre-school positively promotes equal opportunities, welcoming all children and their families and working with external agencies to promote their inclusion. Children enjoy their time at the pre-school and form very good relationships with staff. Staff treat the children with respect and encourage them to respect one another. They show good manners, for example, they say 'thank you' when they are helped to put on their shoes. Children are encouraged to help staff with tasks to encourage their independence, for example they help to set the table at snack time. They also get dressed independently, which promotes their confidence and self-esteem. These practices mean children are well prepared for the next stage in learning. Staff implement good behaviour management strategies that help children learn acceptable behaviour. As a result, children play cooperatively with each other, take turns, share resources and negotiate and solve problems during their play. Children are sociable, confident and are keen to share their ideas with staff and visitors.

The large play room is very welcoming with a range of age appropriate and interesting resources set out so that they can find their favourites. Toys and resources are suitable for the ages and stages of development of the children attending. Staff working with the two-year-olds organise the space effectively to meet the needs of the youngest children. Children are able to freely make their own choices about what they do and play with as equipment is easily accessible. This encourages children to be interested and supports them to make choices about what they play with. The good quality toys and resources help to meet the children's needs and enable them to become confident learners. However, there is scope to further extend children's imaginative play by enhancing the range of resources which are accessible to them and reflect everyday life experiences in the role play area, such as real kitchen items. Staff have a good understanding of the skills children need when they move on to school. They encourage children to be independent visiting the toilet and washing their hands. Snack time offers further opportunities for children to demonstrate their skills when spreading butter on their crackers and pouring their drinks.

Children talk about healthy eating as they make choices from the variety of fresh fruit, learning why they are good to eat. Good hygiene routines are implemented as children learn why they must wash their hands before eating. Staff also create an attractive display of healthy eating to further promote their awareness of a healthy lifestyle. The pre-school

provides a range of healthy snacks and there are good procedures in place for children who attend the lunch club. Staff provide encouragement and support so that children are relaxed and confident while having their lunch. The daily opportunities for fresh air and exercise further promote children's health and develop their physical skills. They show good coordination as they use ride-on-toys and run around with their friends. Children develop a good understanding about how to stay safe. For example, they regularly practise what to do in an emergency. Staff also help children to use equipment safely, such as scissors and knives, which further promotes their awareness of safety. Also they are encouraged to take safe risks as they use the climbing frame and climb the trees in the garden. All staff hold paediatric first aid qualifications, which means any accidents occurring can be treated effectively to ensure the well-being of the children.

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

Staff at the pre-school fully understand their responsibilities in meeting both the learning and development requirements and the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation. Staff have completed relevant safeguarding training and there are clear policies and guidelines to support them in understanding the procedures to follow should they have concerns about a child in their care. All required documentation is in place to support children's well-being and maintain confidentiality. Staff record accidents and administration of medication and parents are informed. Food allergies or dietary requirements are managed to ensure children's safety. Regular risk assessments are carried out to provide a safe place for children to play both indoors and outdoors. There are robust procedures in place with regards to staff recruitment, induction and vetting, which includes checking the suitability of staff. All visitors are required to show identification and sign in and out of the visitor's book to ensure there is an accurate record of everyone visiting the pre-school. The premises are safe, secure and well maintained, and suitable precautions are in place for the collection of children. This shows that the pre-school gives the safeguarding and welfare of children a high priority.

The well-qualified staff work closely together forming a very effective team and they are committed to providing good quality provision for all children. Staff are encouraged to gain further professional qualifications, which has a positive impact on the children's learning and development. The manager monitors the educational programme and assessment effectively and is very successful in supporting and motivating staff. The manager arranges regular meetings and yearly appraisals with staff which supports their performance and professional development. There is a strong commitment to improving the pre-school provision and a very detailed self-evaluation form has been completed. It uses the views of parents, children and other professionals to reflect on the learning and development opportunities provided. This helps the staff to plan effectively to move the pre-school forward and improve the quality of the provision.

Partnership with parents is strength of the pre-school. Children benefit from observing the friendly interaction between the staff and their parents which helps them to develop

confidence and to settle easily. Parents spoken to at the time of the inspection are very happy with the care and education their children receive. They say their children thoroughly enjoy themselves at the pre-school and that they are kept regularly informed of their child's learning and development. Staff have created an open-door policy and parents are welcome to speak to them and look at their children's learning journey books at any time. Parents are encouraged to contribute to these and share events that happen at home. They are also invited in to read stories with the children. This helps to involve them in their children's learning and promotes consistency of care. Regular newsletters and notices are always available for parents along with daily verbal feedback from the child's key person. Parents are given regular summaries regarding their children's learning and development. This includes the progress check for children at the age of two, to enable parents to share this with health professionals. This partnership is extended to outside agencies that provide specialist services to the children to help prepare individual educational plans to meet specific children's needs. In addition, where children attend other early years settings staff make contact with them to provide continuity of care. Staff have developed very close links with the local primary school and children get to know the teachers before they start, which helps to encourage a smooth transition when they go to school.

### **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	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>	EY390482
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	879073
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Rougham Acorns And Woodlands Ltd
<b>Date of previous inspection</b>	17/12/2009
<b>Telephone number</b>	01359 271 998

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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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