Ecton Acorns Preschool

West Street, Ecton, NORTHAMPTON, NN6 0QF

Inspection date	26/03/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	**This inspection:**	2
	Previous inspection:	Not Applicable
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

- Teaching is good. Accurate assessments of individual children's progress are used to plan activities that enable children to achieve well, given their starting points and capabilities.
- Children are cared for in a safe environment. All areas and equipment used by the children are risk assessed regularly to ensure action is taken, when needed, to keep children safe. The manager and staff understand their role and responsibilities in relation to safeguarding and child protection.
- The manager organises the pre-school well. Delegated duties are monitored to ensure the provision runs smoothly and efficiently.
- Partnership working with other providers, professionals and agencies are well established to enable staff to support individual children's needs effectively.

It is not yet outstanding because

- There is scope to work even more closely with parents to share information about children's learning.

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 children engage in free choice play and take part in planned activities and discussed these observations with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the pre-school staff and talked with the manager about her self-evaluation and improvement plans.
- The inspector spoke with the members of staff responsible for safeguarding and special educational needs.
- The inspector took account of the views of parents and carers spoken to at the inspection and from information included in the pre-school documentation.

Inspector
Anne Archer

Full report

Information about the setting

Ecton Acorns Preschool was registered in 2005. It is on the Early Years Register and operates from Ecton Village Primary School in the village of Ecton near Northampton. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, including one with Early Years Professional Status. In addition, one member of staff holds a level 2 qualification. Three members of staff are currently working towards a qualification. The pre-school opens Monday to Friday, during school term times. Sessions are from 9.15am until 12.15pm. Children attend for a variety of sessions. There are currently 14 children attending. All are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- build on the already good partnerships with parents in order to promote an even more effective sharing of information about children's learning.

Inspection judgements

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

Teaching is good in the pre-school. The manager and staff have natural teaching skills, recognise that children learn through play and that they may have different learning styles. They organise the playroom, outdoor area and resources to enable children to develop independence, curiosity and the ability to explore. The use of accurate assessments of individual children's progress is used to plan activities that enable children to achieve well given their starting points and capabilities. Adult focused activities engage children's interests and support their learning well. Children also on occasions engage staff in their play. For example, a child takes an armful of safari animals over to the construction area where a member of staff is sitting with another child and she helps to build enclosures for them.

Children participate in a variety of activities to develop the basic skills that will support their future learning. Staff talk to the children as they experiment with the paint, introduce new words and sounds and take time to listen to children as they respond in their own way. Children with additional needs are particularly well supported and develop trusting relationships.

Children's starting points on entry are obtained from discussions between key people and parents, and by parents completing a booklet about their child. Initial learning targets are set after the child has settled. This first contact supports the child's transition from home to pre-school well. However, there is scope to promote an even more effective sharing of information about children's learning. Initiatives have been introduced to support parents to better understand how to reinforce their children's learning, although, these have not yet reached all parents.

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

Children form strong emotional attachments with the pre-school staff. These support their settling-in and transitions enabling them to become independent learners. Children display a good sense of belonging and some are high in confidence and self-esteem. Children learn to cooperate and negotiate with their peers because staff implement a consistent behaviour management system that takes into account children's level of understanding and maturity. This is particularly important for children with additional needs.

Children are cared for in a very safe environment. All areas and equipment used by the children are risk assessed regularly to ensure action is taken, when needed, to keep children safe. Children are taught about how to keep themselves safe, such as when reminded to walk between the playroom and the outdoor area because of the slight hill in the playground. Children experience outdoor play throughout the session. There is a good variety of toys and equipment which support their physical development, imagination and also their understanding of the world as they play with sand and water or sell ice creams from the playhouse window. Books and mark making tools are also readily available to enhance their play outside.

Children start to learn about self-care and become independent as they become more experienced pre-schoolers. For example, children access the morning snack at a time to suit themselves, wash their hands and find a seat at the table before helping themselves to the yogurt, breadsticks and fruit. A member of staff is on hand to support less confident children and ensure children also have a drink. Children are taught how to stop the spread of germs by washing their hands at appropriate times. Their health and dietary needs are well supported by staff.

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

The manager and staff understand their role and responsibilities in relation to safeguarding and child protection. Thorough recruitment practices ensure a motivated workforce that work well together. Suitability checks are undertaken on all adults working with children to ensure children are safeguarded. Regular supervision meetings, staff meetings and annual appraisals take place to ensure staff understand their role and responsibilities. The manager is suitably organised to manage the pre-school well.

Delegated duties are monitored to ensure the provision runs smoothly and efficiently.

The manager understands her responsibilities with regard to the implementation of the learning and development requirements. Teaching and learning for individual children is monitored with role modelling and other support available to boost staff's confidence and teaching abilities. Monitoring of children's learning enables the staff to quickly identify individual needs so that extra teaching support is provided to close any gaps in learning.

Partnership working with other professionals and agencies are well established to enable staff to support individual children's needs effectively and parents comment that they appreciate the support they receive. However,there is scope to strengthen even further the sharing of information about children's learning. Links are established with the onsite primary school, which supports children's transition when they move to the Reception class. These links are valuable in supporting children's early school life.

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

Unique reference number	EY296859
Local authority	Northamptonshire
Inspection number	870772
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	14
Name of provider	Ecton Primary School
Date of previous inspection	not applicable
Telephone number	01604 409213

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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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