

Grovelands Acorns Pre-School

Grovelands School, Dunbar Drive, Hailsham, East Sussex, BN27 3UW

Inspection date

26/03/2014

Previous inspection date

22/01/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- The play environment is friendly, welcoming with a wide range of activities and resources for children to choose from.
- The interaction with the children is positive and there are strong bonds forming between children and adults.
- Staff work well in partnership with parents, sharing information regularly to support children's learning and development.

It is not yet good because

- Weaknesses in the assessment systems result in staff not clearly identifying children's 'next steps' to fully challenge and extend their learning and development.
- Staff do not give children consistent explanations to help them learn to manage their own safety.
- Some areas within the pre-school do not invite children to read quietly, such as the book area, as books are poorly presented.

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 spent time observing staff and the children in the main room and in the outdoor area.
- The inspector looked at a selection of documentation, including key policies and children's learning and development records.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- Five parents were interviewed and their views taken into account.
- The inspector and acting manager undertook a joint observation.

Inspector

Joanne Wade Barnett

Full report

Information about the setting

Grovelands Acorns Pre-school registered 1997 and is committee run. It operates from two rooms in a modern school building in Hailsham, East Sussex. There is a secure outdoor play space. The pre-school is open each weekday from 9am until 12 noon and 12.30pm until 3.30pm, during school term time only.

The pre-school is registered on the Early Years Register and on the compulsory and voluntary part of the Childcare Register. There are currently 58 children on roll in the early years age range. The pre-school receives funding for the provision of free early education. The pre-school currently supports children with special educational needs and/or disabilities and children who are learning English as an additional language.

There are four members of staff, three of which hold an appropriate early years qualification at National Vocational Qualification level 3. One member of staff is participating in further training.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the quality of ongoing assessment by carefully planning learning experiences to reflect children's individual levels of achievement, to help clearly identify and plan for children's next steps.

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

- improve children's understanding of how to manage their own safety by giving clear explanations
- create an attractive book area where children are able to view the books with ease.

Inspection judgements

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

Staff have a sound understanding of how to meet the learning and development requirements. They understand how to support children's free play by giving them time and resources to use according to their own interests. Staff provide a variety of activities as part of the continuous provision, and also plan adult-led activities to give children

individual teaching time. As a result, children are generally engaged in purposeful play and make steady progress in their learning and development. The systems for planning and assessment are currently under review. The implementation of the new system is not fully complete as children's next steps for learning remain unclear but it is beginning to provide a more specific picture of each child's abilities. Summative assessments are completed with the two-year progress check, and staff involve parents in this process.

Children arrive and are eager to find an activity to play with. They seek opportunities to play with the dinosaurs at the table, playing with their friends and developing their imagination. The role play area and dressing up are firm favourites with many children as they act out familiar roles, or pretend to be super heroes or princesses. Staff join in with children's play when appropriate and generally ask open ended questions to extend children's communication and language skills. The special educational needs coordinator works with staff to ensure that all children are fully included. Children learning English as an additional language receive appropriate support to assist them in their language development. Children show enthusiasm and excitedly talk to the adults about what they have been doing at home, or about what is happening in their game. They concentrate and are able to answer questions regarding the story, reflecting their comprehension. Although the book area is adequately stocked and comfortable, the children use it very infrequently for this purpose as the books are stacked to one side in a basket. Consequently, there are missed opportunities to introduce children to the benefits of reading quietly.

Children enjoy daily opportunities to play outside in the fresh air. They use the tricycles to move around, negotiating different obstacles and developing their spatial awareness. Staff understand the importance of physical play and provide various activities outside to engage children's attention. Children are able to engage in further large physical play indoors, using the slide and climbing frame. Mathematics is incorporated into the setting through everyday play. Children see some numbers in their environment and are beginning to show recognition of familiar numbers, such as their age. Many children confidently count the bricks as they are building, or the numbers of fingers on their hand. They are learning to group objects by colour and shape, using skills of comparing two objects.

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

Children are generally settled and comfortable within the pre-school. Parents play an active role in the settling-in procedures within the pre-school, sharing clear information about the children's home lives and routines, with the key person. Children form secure relationships with their key person and with other adults working with them. This provides a secure, familiar face, to promote children's security. As a result, children feel comfortable, confident and they behave well, as most are able to follow the structure of the session. Staff remind children how to play safely using positive methods such as saying 'go slowly' rather than telling them not to run. However, staff do not consistently explain the consequences, such as the fact that they could hurt somebody's toes with their trolley or injure themselves by jumping from the indoor climbing frame. This reduces

children's ability to take responsibility for their personal safety. Children are familiar with the rules of the setting and show a caring approach to others. Staff offer regular praise and encouragement to promote children's self-esteem. Children willingly take on responsibility, for example, they tidy away toys and resources during the session.

Snack time is a social occasion where staff sit with children and support them as they unpack their own food from home. They have fresh drinking water which they are able to access throughout the session. Children also help to clear away after themselves. This supports children to develop their independence and skills for the future. All staff hold a valid first aid certificate and fully understand the requirement to record accidents or injuries. This helps to ensure that children are cared for appropriately in the event of an accidental injury. The staff carry out regular risk assessments of the environment and outside, which are clearly documented and adapted as required. Children are able to take risks in safe surroundings. For example, they use scissors with great skill and demonstrate a clear understanding of how to use them safely. The setting has a fire evacuation procedure, which staff practise regularly with the children. This enables children to learn the skills to keep themselves safe in the event of a fire or the need to evacuate the premises.

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

The manager aspires to improve the provision and ensures staff have a working knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. Staff receive appraisals with the manager and from this they integrate training needs into the setting's plan, to ensure that all staff update and expand their knowledge base. Recruitment and vetting procedures are detailed to check that staff are suitable to work with children. Staff understand their role in reporting any child protection concerns and know the correct referral procedures to follow. The staff team follow the pre-school's policies and procedures to safeguard children and satisfactorily support their learning and development within the educational programmes. The premises are routinely checked to maintain safety and the manager routinely reviews risk assessments after any accidents. The manager is quick to initiate additional safety measures, such as deploying additional staff in the outdoor area, if she considers this will further safeguard children's welfare. She also understands that in the event of a significant incident she must notify Ofsted of details.

Partnership with parents is a particular strength of the pre-school as parents describe the staff as 'very friendly and helpful'. Parents benefit from a variety of communication, such as newsletters, informative notice board, open evenings and daily verbal feedback. Parents express how much they value daily discussions with their child's key person and meetings where they look at children's learning journeys and discuss children's progress. These positive strategies enable parents to share ideas and work with the key person to support their child's progress. Primary school teachers meet the children at pre-school prior to starting so they feel more confident when they start school. The setting has established systems to develop communication links where children attend other early

years settings. This enables children to receive a consistent approach to their learning and development, and highlights any concerns as required.

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

Unique reference number	109432
Local authority	East Sussex
Inspection number	955672
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	58
Name of provider	Grovelands Acorns Pre-School Nursery Committee
Date of previous inspection	22/01/2009
Telephone number	01323 449194

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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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