

Little Acorns Pre-School

Jubilee Centre, Savages Wood Road, Bradley Stoke, South Gloucestershire, BS32 8HL

Inspection date	10/07/2014
Previous inspection date	08/07/2009

The quality and standards of the early years provision	This inspection:	2
	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

- Staff support children well with the acquisition of language skills and this helps children to make good progress in their communication and language development.
- Staff are skilled at teaching children mathematical skills and concepts.
- The management team has a good knowledge of the setting's strengths and weaknesses and they have well-targeted plans to further improve the quality of the provision.
- Staff are deployed well and they are good role models to children, promoting positive behaviour.

It is not yet outstanding because

- Staff do not always ask parents for information about where their children are in their learning at the earliest opportunity, when children start at the setting. This means that planning for children's individual learning does not always start immediately.

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 engaged in observations of staff interacting with children indoors and outside.
- The inspector held discussions with parents, staff, children and the management.
- A joint observation was held with the manager.
- The inspector viewed the pre-school's documentation, including planning, children's folders, documentation on staff, and policies.
- The inspector reviewed all suitability checks on staff.

Inspector

Paul Cornock

Full report

Information about the setting

Little Acorns Pre-School operates from a community building in the centre of Bradley Stoke in South Gloucestershire. It opened in 1997 and moved to its present location in September 2002. It serves the local community and surrounding areas. Although the premises are shared with other organisations, the pre-school has self-contained accommodation when operating, including kitchen and toilet facilities. There is access to an enclosed, outdoor play area that can be accessed from the main play room. The pre-school opens every weekday during term time. Sessions are from 9am to 12 noon, and 12 noon to 3pm. Children may bring a packed lunch and attend for extended sessions or a full day, within these hours. The pre-school receives funding for the provision of free early education for children aged three and four years. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 53 children on roll, all of whom are in the early years age group. The pre-school supports children with special educational needs and/or disabilities, and children who speak English as an additional language. A team of nine part-time staff and the two proprietors work with the children; all staff are responsible for leading sessions. The pre-school receives support from the local authority and is affiliated with the Pre-school Learning Alliance. The setting is one of three pre-schools run by a private partnership. It received a new registration in June 2004, having become a limited company, under the existing management team.

What the setting needs to do to improve further

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

- gain information about all children's level of development at the earliest opportunity to enhance planning for their future learning.

Inspection judgements

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

Staff plan interesting and challenging activities that have depth and breadth across the seven areas of learning. This, supported with the staff's good knowledge and understanding of how children learn, ensures all children's needs are well met. Staff plan activities that are based around children's current interests and needs, then adapt them to suit the children's development. The quality of teaching is good with some being outstanding. Staff follow children's ideas and support them with challenging questions which help children create their own ideas and think critically. For example staff encourage children who are making maps to think about the location of their land marks, asking, "Where did you see your volcano?". Teaching children mathematical concepts is a particular strength of the staff. For example staff encourage children to think about, 'one

more' or 'how many more can you fit?'. This encourages children to measure and make estimations which helps children make good progress towards the early learning goals for mathematical development.

Staff have high expectations of all children and complete regular, accurate assessments of children's progress. Assessments are based on staff's careful observations of children's learning and information about children's developing skills, gained through close links with parents. Staff ask parents to provide them with details about children's interests and ongoing learning at home. This ensures that staff can identify areas of children's learning to develop further which helps children make good progress in their all-round learning. However, some initial assessments are not made at the earliest opportunity because staff are not all proactive in asking parents about their children's abilities. This has a slight impact on how quickly staff can start planning challenging activities for some children.

Staff teach children well to help them develop their physical, personal, social and emotional development. For example children are encouraged to cut the fruit and pour their own drinks at snack time. Staff are particularly skilled at supporting children with the acquisition of communication and language development, especially children who are learning English as an additional language. Staff use signs to support children's early understanding of language and encourage the children's peers to do the same. Children make good progress and are well prepared for the next stage of their learning, including children who are leaving for school. All children are generally working comfortably within the typical ranges of development expected for their age. Staff are able to quickly identify any children that may require further support and have the skills and knowledge to act appropriately. If needed staff use support from other professionals to help children make good progress.

A successful key person system supports engagement with parents. Parents meet regularly with their child's key person to contribute to the children's assessments. Parents are kept informed about their child's progress with a combination of methods including informal discussions on a daily basis. Regular observations of their children's learning are also shared with parents and parents are able to contribute and comment on these. This helps staff support children's learning from home and in the setting.

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

A well-established key person system helps children form secure attachments with staff. This promotes children's well-being and independence because they feel confident to explore their surroundings. Staff provide children with a well-resourced and welcoming environment, both indoors and out. For example children are free to choose from activities that have been set up to capture their imagination. Children enjoyed playing in a 'garden centre' set up outside, with the use of real foods and equipment, where children could experiment with real flowers and plant them in the garden. This developed children's cooperation and independence. Staff are good role models to children, and teach children to be respectful of others and tolerate each other's differences. Staff support children who are learning English as an additional language well and encourage other children to also

help support these children with the use of signs to complement speech. Staff also teach children about other backgrounds as they look at fruit from different countries.

Staff are deployed well and are always available to comfort children who may be upset or need extra support to achieve positive behaviour. Staff do this well and follow agreed strategies to help teach children about what is acceptable behaviour and how to keep themselves safe. Staff know where extra help is needed and do this effectively to promote children's confidence. Staff teach children why it is important to be healthy, and this is discussed during exercise and sometimes at snack time. Staff provide children with a wide range of fruit including bananas, strawberries, pear and apple that children help staff prepare, promoting independence. Staff encourage children to manage their own personal needs, by reminding children to wash their hands before mealtimes and after using the toilet. Children are generally competent at managing this relative to their ages.

Staff prepare children well for the next stage of their learning because they use some good strategies to link with other settings that children attend. Staff also support children with visits to the community and the local school, which builds children's confidence and prepares them for the move to school.

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

The management team ensure that planned activities offer children a range of experiences that help children make good progress towards the early learning goals. This is because the team has a good, secure understanding of the areas of learning and accurately monitor the effectiveness of staff's planning. For example the manager identified that children were not making enough progress in mathematics and introduced effective strategies to improve outcomes for children. She achieved this with targeted training for all staff that focused on how to extend children's skills through questioning. Successful monitoring also ensures that planning and assessment are consistent and precise. The manager monitors individuals and groups of children's progress. This ensures that children who are making slower progress are identified and effective strategies are implemented to help close gaps in their learning.

The manager has implemented an effective system for performance management. She observes staff practice and identifies targets for improvement. The manager also encourages staff to reflect on their practice and think of ways of improving. As a result, staff are keen to improve their knowledge and understanding of practice. The provider, manager and her deputy have clear roles and responsibilities and this also helps them to monitor performance. The manager quickly identifies under performance and reacts appropriately. The manager's performance is monitored by the provider who monitors standards throughout the setting appropriately. A strong drive for improvement is demonstrated by clear goals for improvement that are understood by the whole staff team. The manager has a good understanding of the setting's strengths and weaknesses and has the skills to further improve outcomes for children. For example the manager has revised the systems currently in place for planning to make them clearer and more flexible

to produce more targeted interventions for children's learning.

The management team has a good knowledge in regards to the safeguarding and welfare requirements. Staff recruitment, supervision and training arrangements are robust and help to keep children safe. Policies and procedures are reviewed regularly and include detailed risk assessments. Actions raised from risk assessments are acted on quickly to maintain a safe play environment. The manager keeps staff up to date with child protection and safeguarding policies through regular training and team meetings. Staff are fully aware of, and sensitive to, potential and actual harm to children and are able to demonstrate that they have the skills, knowledge and training to quickly take the appropriate action to deal with any safeguarding issue. For example staff know where to gain advice and what procedures to follow should they have a concern. Staff are also aware of their personal responsibilities of following a concern through to an acceptable conclusion.

Links with parents and external agencies are well-established and the manager uses these partnerships to make a strong contribution to meeting children's needs well. For example the manager contacts outside agencies for advice and implements appropriate interventions so all children receive the support they need.

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	EY310695
Local authority	South Gloucestershire
Inspection number	814981
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	53
Name of provider	LA Childcare Ltd
Date of previous inspection	08/07/2009
Telephone number	01454 616745

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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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