

Little Acorns Pre-School

Bersted Green Primary School, Laburnum Grove, Bognor Regis, PO22 9HT

Inspection date

Previous inspection date

09/09/2014

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	1
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

- The pre-school staff develop highly successful partnerships with parents. This communication enables staff to be acutely aware of children's individual needs.
- The warm approach of staff helps children to settle extremely quickly and to feel safe and secure. They form secure attachments with staff, so they are eager to explore.
- Staff use their excellent knowledge of children's individual development to adapt activities and provide outstanding support. This helps children make rapid progress in relation to their starting points.
- The quality of teaching is consistently of a very high standard and is worthy of sharing with other providers.
- Behaviour is good. The children are very confident, demonstrating a good awareness of safety and of how to look after themselves.

It is not yet outstanding because

- There are fewer stimulating resources to enhance children's exploration of similarities and differences in other's cultures and backgrounds.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the nursery with the manager.
- The inspector held discussions with the manager.
- The inspector talked with some children, staff and parents, and took account of their views.
- The inspector observed children and staff engaged in activities.
- The inspector looked at a range of documents, including some policies and procedures, risk assessments, and records for children and staff.

Inspector

Jane Franks

Full report

Information about the setting

Little Acorns Pre-school re-registered in 2014. It operates from Bersted Green Primary School in Bognor Regis, West Sussex. It is a privately-owned provision and originally registered in 2005. The pre-school has sole use of a mobile unit in the school grounds. There are two main play rooms, with a lobby area, kitchen and toilet facilities. Entry to the premises is by ramp, as well as steps. Children have access to an outdoor play area.

There are currently 38 children in the early years age group on roll. The pre-school is registered on the Early Years Register, and on the compulsory part of the Childcare Register. It is open on weekdays from 9am until 1pm, during term time only. There are currently nine staff including the manager, who all hold relevant early years qualifications ranging from levels 2 to 6. The pre-school provides free early education for two, three and four-year-old children. Staff support children with special educational needs and /or learning difficulties. Support is also provided for children learning English as 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:

- provide a highly stimulating environment with child-accessible resources that help children to learn about the differences between themselves, their families and others in the community,

Inspection judgements

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

Children thrive and are well motivated to learn owing to consistently high quality teaching. Staff have excellent skills, a most thorough knowledge of the learning and development requirements, and a superb understanding of how children learn. They provide children with an exciting, stimulating and extremely well organised education programme, both indoors and outside. These factors combine so children make rapid progress from their starting points on entry. Children consistently want to have a go at trying new things. They keep trying to achieve what they want to do, and enjoy developing their ideas by themselves, or with staff. This means they are gaining valuable attitudes ready for the next stage in their learning.

Staff place an extremely sharp focus on helping children to acquire communication and language skills, and on supporting their physical, personal, social and emotional development. As a result, children are exceptionally well prepared in gaining new skills ready for the move to school, and their next stage of learning. Children feel extremely

secure and comfortable with routines, owing to having established close relationships with a person who is special to them. They fully engage in their activities and experience rich, varied and imaginative learning opportunities.

Staff teach children important skills ready for their eventual transfer to school. Children have excellent opportunities to become familiar with the written word. Staff provide an environment that is rich in print through books, displays and posters, to promote children's literacy skills. A love of books develops too through children taking home books weekly to share with their parents, through a scheme encouraged by staff. Children's social skills, and ability to communicate with others, rapidly develop through the staff's supportive teaching.

Staff provide experiences that children thoroughly enjoy. This means children concentrate on each activity for a very long time, having chosen what they want to do for themselves from the wealth of activities and toys offered. These include appealing sensory materials. Children explored different textures and paint with their fingers and sponges, for example. They relished mixing colours together, delighting in the new colours created. Staff listen attentively to children to follow their interests, and extend their learning. For example, children decided they would like to add water to their sand play. Staff used this chance to talk to the children about the different feel of the sand after they had added water, introducing words such as squishy and slimy. This shows the staff team's ability to seize spontaneous learning opportunities, and how language development permeates across the different areas of learning

When children join the pre-school, their allocated special person guides them through the settling in period, so they quickly settle. This means no time is lost, and they readily explore their new environment. Staff gain as much information as possible from parents so that they establish children's capabilities and starting points accurately. Staff have a strong understanding of how to enable children to develop in their own style and individual pace. They introduce some adult-led activities gradually, to accustom children to working together.

Staff continue to highly value information from parents. They successfully use this to shape the direction of each child's learning. Ongoing assessments are rigorous and reflected in the level of detail in each child's individual record. Regular observations underpin the cycle of knowing children's enthusiasms to plan and provide motivating, enriching experiences. Through close monitoring, children generally make excellent progress across all areas of learning. On the occasions when they do not, staff and parents recognise gaps promptly, agree intervention plans, and seek external expertise if needed.

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

Staff's warm and attentive care helps children and their parents feel extremely at ease. Staff meet children's individual needs and preferences, which are clear from the start. Parents have regular contact with their child's allocated special person, and this

communication helps to build positive relationships between home and the pre-school, which then contribute to children's sense of security and well-being. Children behaved very well. In this nurturing environment, they learn to share and understand routines. On rare occasions their enthusiasm overcame their sense of fair play, and staff quietly reminded them about being kind to their friends. Children learn how to keep themselves safe with the diligent support of staff. For example, children help to tidy away toys and take part in regular fire drills. They are emotionally well prepared for the next stage in learning.

Staff teach children to develop good personal skills as part of a healthy lifestyle. They learn how to help themselves to a suitable amount of food. Staff carefully model such skills as cutting up bananas, so children learn to do this for themselves. They increase the difficulty of the task by introducing other items, such as tomatoes, to extend challenge. Children are shown how to handle suitable knives safely. Staff promote children's good health well, always taking their dietary needs, allergies and preferences fully into account. Staff sit with the children at snack time, acting as good role models, as they demonstrate social skills and create a warm, pleasant occasion. Staff chat with children about what they have been doing and what they would like to do later. Children have fun outside in the fresh air, using a wide range of equipment to encourage their physical skills and fitness. They rode around on tricycles, for example, and negotiated the space around them competently. Staff remained close at hand to keep them safe when they try new things and extend their ideas.

The setting provides a stimulating, well-resourced, and welcoming environment to support children's all-round development. Staff make thorough and effective use of the available resources. However, there are fewer resources currently to support children's understanding of the differences between themselves, their families, and others in the community around them, as well as difference cultures. Nevertheless, positive staff interaction helps to develop children's confidence and self-esteem extremely well.

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

The manager and her staff team have a good understanding of the requirements in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. They implement fully the safeguarding and child protection policies. They know what to do if concerns arise about children's well-being, and have a good understanding of the whistle-blowing policy, if needed. Staff have attended safeguarding training and paediatric first-aid training. They are clear about their roles and responsibilities to safeguard children and should an accident or incident occur know how to act without delay. Robust risk assessments include daily monitoring of the indoor and outdoor environment. This means that children are safe from any hazards, which contributes significantly to children's safety.

The provider has robust procedures for staff recruitment and induction. All staff are appropriately vetted and qualified. Good induction systems ensure that staff are clear about their roles and responsibilities. All staff benefit from effective regular supervision

from management to identify future training needs and to monitor the quality of their work. Staff attend regular meetings where they discuss new initiatives. Management checks their knowledge of existing policies and procedures, to ensure this is current and consistent across the team. The learning and development programme is closely monitored and evaluated to ensure all areas of learning are covered comprehensively, and that the individual needs of the children are met, to quickly close any gaps in progress. Assessment is sharply focused and includes contributions of parents, and outside professionals. This means that individual targets for children are appropriate, and that children receive all the support they need to make excellent progress.

Self-evaluation is a key feature of the pre-school's management strategy to drive improvement. It identifies areas for development accurately in relation to all aspects of the provision. The views of parents, children and staff, form part of the process. This approach ensures that everyone has a clear understanding of the strengths of the provision and is involved in the identification of areas for development. Parents are actively included in their children's learning. They have regular access to their assessment records and include their impressions of their children's learning. Partnerships with parents promote a joined-up approach to meeting children's individual needs. As a result, continuity between home and the setting is supported effectively.

The Childcare Register

The requirements for the compulsory 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY475952
Local authority	West Sussex
Inspection number	961042
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	38
Name of provider	Little Acorns (Bognor Regis) Ltd
Date of previous inspection	not applicable
Telephone number	01243869312

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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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