

Little Acorns Pre-School

Little Acorns Nursery, Eversley Village Hall, Glaston Hill Road, Eversley, HOOK, Hampshire, RG27 0LX

Inspection date	17/10/2014
Previous inspection date	02/12/2008

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

- The quality of teaching is good. This is because staff provide a wide range of activities and ongoing experiences. They base these around the children's interests and next stages in their learning. As a result, all children make good progress.
- Partnerships with parents are strong. There are opportunities for parents to be involved in their children's learning and development. Consequently, children benefit from continuity of care and learning.
- Staff consistently give high priority to the safety of children and effectively develop children's growing understanding of how to keep themselves safe.
- The management team evaluates the pre-school provision accurately and strives successfully to improve what is offered, which benefits children.

It is not yet outstanding because

- The focus on planned learning means that sometimes the staff miss opportunities to extend children's learning in other areas.
- Staff do not provide ways for children to access words in the environment in their home languages.

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 spoke to staff, parents and children to gather their views.
- The inspector observed children during their play and daily routines.
- The inspector examined a sample of documents, policies and paperwork.
- The inspector carried out a joint observation with the manager.
- The inspector read the provider's self-evaluation records.

Inspector

Alison Southard

Full report

Information about the setting

Little Acorns re-registered under new ownership in 2005. It operates from the village hall in Eversley, near Hook. The large hall, an annex room and a secure garden are used for play. There is level access to the premises and toilet facilities on the ground floor. The pre-school is currently open between 9am and 1pm each weekday; they offer a lunch club daily. The setting operates during school term times only. They are registered on the Early Years Register. There are currently 26 children on roll. The setting receives funding for the provision of free early education for children aged three and four years. Most children live in the local area. The setting welcomes children with special educational needs and/or disabilities and those with English as an additional language. The setting employs six staff. The majority of staff, including the manager, hold relevant qualifications, with one staff member holding Early Years Professional Status.

What the setting needs to do to improve further

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

- maximise opportunities to extend children's learning through incidental and unplanned activities

- develop ways to provide children with words and labels in the environment, in their home languages.

Inspection judgements

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

Staff have a good understanding of how children learn and develop. They successfully provide a wide range of activities to meet children's ages and varying stages of development. The quality of teaching is good so children develop new skills and make good progress across all areas of learning and development. Children are very active learners. They benefit from good opportunities to make choices and decisions. This encourages them to learn through exploration and investigation. Staff recognise the importance of first-hand experiences to promote children's understanding. For example, they looked for woodlice and frogs in the leaves, recalling a previous experience at the pre-school. Staff discussed this with them and what they found last time. This helps children to gain a knowledge of the natural world.

Staff use their good knowledge of each child to build on the next steps in their learning through planned and spontaneous activities. They work well with parents to identify, plan and provide all children, including those with additional needs, with targeted care and

learning opportunities. They gather information from parents and from their own observations to assess children soon after they start. Regular assessments mean that staff can measure all children's progress from their initial abilities and interests. This enables staff to identify any gaps in children's learning over time and address these. As a result, all children, including those with special educational needs and/or disabilities, make good progress. Staff effectively implement the progress check for children aged two, and include parents' views within the summary to ensure an accurate view of the child is achieved. Parents can see their children's progress records whenever they wish and discuss these with their child's key person. Staff inform parents about their children's day through daily communication with them.

Staff place a strong focus on promoting children's communication and language skills. They model language at every opportunity with young children to reinforce their understanding. They encourage those children who are more able to solve problems and think for themselves by using skilful questions. For example, they encouraged children to think about the different sounds the instruments made during a language group session. These group sessions are held to help children with differing needs to gain confidence to speak and to communicate in small groups. Staff model language to help them to learn new vocabulary and sounds. All staff are trained to use a signing system to support children's communication skills, and children also use this. These methods help those children who are pre-verbal or who are learning English as an additional language to communicate and progress to the next stages in their learning.

Children are able to move freely between the indoor and outdoor areas. They have fun developing their physical skills as they ride on tricycles, dig in the mud kitchen and climb on apparatus. They move with control and coordination. Children enjoy listening to stories read by staff and looking at books in their free play. They construct with large wooden blocks and play cooperatively with others, for example as they added sea-life creatures to their constructions. This enables children to enter into imaginative play together.

Children confidently use technology as they independently put on music and play with calculators. Staff extend children's mathematical skills by singing number songs and asking children to act out the songs. They learn about festivals, such as Diwali which helps children to gain an understanding of different cultures and the world around them. They enjoy a good balance of adult-led activities along with those they initiate themselves. Occasionally, staff put their focus on the aim of a planned activity and they miss opportunities to extend and make links in children's learning. For example, while exploring musical instruments during group time staff missed opportunities to sing 'jingle bells' as children discussed this. Children have lots of opportunities to recognise their names. They see them on their pegs and on their water bottles when having a drink. Staff encourage children to label their pictures and to have a go at writing their names first before they help them. They provide very good support and resources for children to draw, make marks and to practise writing. As a result, children are learning to understand that print conveys meaning in readiness for school.

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

The key-person system is well organised. Staff are attentive and caring towards the children. Consequently, children form secure relationships with their key-person and other staff members. This reassures children who often need affection to increase their trust and promotes a sense of belonging. Discussions with parents when children first start at the pre-school help staff to prepare for children's individual needs. As a result, children settle very well.

All children can easily choose from a wide selection of activities and resources. These are organised effectively across the room and in the outdoor play area. They include quiet areas for children to relax and look at books inside and den areas outside. Staff clearly label drawers containing resources and the different areas are labelled in English, with welcome signs in other languages. However, there are few opportunities for children whose first language is not English to see their home language in print throughout the environment.

Children show they are building relationships with each other when they initiate hide-and-seek and chasing games. They role play pirates looking for treasure and use props to support their play, such as making the climbing frame into a ship. The high levels of engagement between staff and children fully promote positive relationships and enable all children to gain an understanding of expected behaviour. For example, staff give gentle reminders to share and take turns and readily offer praise to raise children's self-esteem. They remind children of the 'golden rules' during circle time at the beginning of the day to help children to understand expectations and remind them to use 'kind hands' when playing. Staff promote children's independence throughout the session. They encourage them to wash up their own cups and plates at snack time and to hang up their own coats after outdoor play. This helps children to learn the routines of the session while gaining valuable independence skills in readiness for the next stages in their learning.

Through their daily routines, staff support children in developing a strong awareness of how to keep themselves safe. For example, staff explain to children that they need to wipe equipment after it has been raining so they do not slip or hurt themselves when playing on the slide. Children understand about wearing suitable clothing such as wellingtons according to the weather. Staff promote children's understanding of safety further by regularly practising the evacuation procedure. The children discuss where the assembly point is located outside, which demonstrates how they are confident with the process.

Children actively develop an understanding of being healthy through regular exercise. For example, through moving to music. Children have opportunities to explore the bluebell woods nearby and have daily outdoor play to enjoy fresh air. They choose when to have snack time, which consists of healthy snacks where they serve themselves. Even the youngest children pour their own drinks, with adults close by to help, if needed. Snack times and lunchtimes are extremely sociable events and children chat with their friends and staff. They maintain personal levels of hygiene because they follow regular routines of hand washing before eating, after toileting and after messy play. This is often unprompted by staff which demonstrates how children are settled and familiar with the routines of the setting.

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

Management and staff have a good understanding of the Early Years Foundation Stage safeguarding and welfare requirements. Staff are familiar with the pre-school's safeguarding policy and are clear about the procedures they must follow if they have any concerns about children in their care. Robust recruitment and vetting procedures help to ensure that all staff are suitable to work with children. The management provides a rigorous induction programme followed by ongoing training and supervision. Observations of staff practice also means that staff reflect on the quality of teaching and are given feedback which supports them to maintain high standards and to carry out their roles and responsibilities confidently. Staff are dedicated to maintaining safety at all times and they follow the risk assessment processes daily to provide a safe and secure environment. They follow well-organised routines for deployment and have clearly designated daily responsibilities.

The management team demonstrate clear leadership and encourage teamwork. They show a positive commitment to meeting the requirements for children's learning and development. They welcome input from parents and a recent initiative to introduce a 'wow board' is working effectively. Parents are contributing children's achievements from home to this board. This information is fed into planning for children's individual needs. This cohesive approach helps children to make good progress.

The management team evaluate all areas of the provision robustly and show a commitment to gaining the views of staff and parents. They send out regular questionnaires to parents and also ask children for their views. Recent feedback from parents means that all staff now wear name badges so that they are easily identified by new parents. They also offer stay and play sessions on different days of the week to allow all parents the opportunity to be involved. Parents clearly value the pre-school within the community. They report how staff are very approachable and caring, and provide excellent care for their children. The management team work diligently with all staff to ensure that children achieve and make good progress across all areas of learning. They use effective systems for monitoring children's learning, and the tracking system is thorough in identifying gaps in learning for different groups of children. These are then readily addressed and planned for. The manager and staff show strong knowledge and experience in recognising children's individual needs. They know how to seek support and guidance where necessary from other professionals. They share information with other settings children attend and have good relationships with local schools. Consequently, outcomes for children are good and their time at pre-school helps to prepare them well for their eventual move to school.

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	EY304771
Local authority	Hampshire
Inspection number	834138
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	32
Number of children on roll	26
Name of provider	Sandra Anne Jensen
Date of previous inspection	02/12/2008
Telephone number	07808 916500

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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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