

Little Acorns Pre-School

St John's Church, Church Road, St Johns, Woking, Surrey, GU21 7QN

Inspection date

22/10/2014

Previous inspection date

19/11/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 use their good knowledge of children's individual needs to help all children make good progress in relation to their developmental starting points.
- Staff's training needs are well identified and supported, which successfully improves the quality of children's care and learning.
- Children are motivated and enthusiastic learners due to the good range of activities and resources that are made easily accessible.
- Children are happy and secure due to the positive relationships that staff immediately establish, and which they maintain with children throughout their time at the pre-school.

It is not yet outstanding because

- The manager does not always monitor all children's assessment records rigorously, to ensure that any gaps in children's learning are sharply identified and closing as quickly as possible.
- Staff do not consistently seek information from parents about children's achievements at home, to further promote parents' involvement and provide children with more continuity in their learning and development.

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 observed activities in the indoor and outdoor play areas.
- The inspector completed a joint observation with the manager of the provision, in the outdoor play area.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning, documentation, the provider's self-evaluation form and improvement plan, and checked evidence of suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Catherine Greenwood

Full report

Information about the setting

Little Acorns Pre-School registered in 2009. It is set in a residential area close to three local schools. It has its own premises in the grounds of St John's Church, St John's, Woking, in Surrey. Children have access to a small hall within the church grounds and an outdoor play area. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. Currently there are 29 children on roll, aged from two to five years old. The setting is in receipt of funding for the provision of free early education to children aged two, three and four years. It is open for 38 weeks a year from 9.15am to 1pm. It offers Forest School activities on various days from Monday to Friday from 9.15am to 12.15pm, or from 11.30am to 2.15pm. The pre-school serves families from the local community and surrounding villages. There are nine members of staff employed to work with the children, of whom seven hold appropriate early years qualifications. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- strengthen the monitoring of all children's progress records, to ensure that any gaps in children's learning are sharply identified and are continuing to close as quickly as possible
- seek further information from parents about children's achievements at home, to further promote their involvement and provide children with more continuity in their learning and development.

Inspection judgements

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

Children are very motivated in their play. On arrival at the pre-school they quickly separate from their parents and get involved in using the wide range of activities. For example, they explore and manipulate black modeling dough with glitter, and create designs using recycling materials. Children's individual needs are well met and they are happy, settled, and independent in their play. Staff plan a good range of activities that successfully promote all areas of children's learning. Consequently, children's ability to persist and concentrate is extended and they develop the skills they need for their future, including starting school. Children listen and concentrate well during group story times. Staff successfully promote children's language development. They ask open questions, plan activities such as 'show and tell', and introduce 'chatter bags' with books and objects that children bring from home. This develops children's ability to listen and talk. Staff are fully

involved in children's play. They generate excitement that inspires children's imaginative play, for example, as children hide inside large cardboard boxes. Daily communication with parents is good. Staff know children well and make plenty of time to share information with parents about children's individual achievements. However, staff do not always seek information from parents about children's achievements at home, to further promote parental involvement. This reduces continuity in children's learning and development.

Children build and construct using large blocks and drain pipes, which they use to create ramps for cars. They negotiate space as they use a climbing frame and slide. Many areas of children's development are promoted through Forest School activities. Staff plan activities, such as tree climbing and log balancing, which promote children's physical skills. Children make collections of natural and manmade objects that are related to a letter of the alphabet, and they create trails for other children to find, using biscuits and marshmallows.

Staff regularly share information about children's individual needs and they match their observations of their progress to learning and development guidance. Where children's starting points are below those of other children of their age, assessment shows they are improving consistently over a sustained period and the gap is closing. However, although children make good progress over time, not all staff use tracking documents to identify precisely where children are not reaching expected levels of development. This compromises the monitoring of some children's learning and development, to ensure the earliest possible intervention if needed.

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

Staff successfully help new children to settle and feel valued. They have a caring and friendly approach and quickly form secure emotional attachments with their key children when they first start at the pre-school. Children and staff often laugh together during activities. Children are well behaved and cooperative. The manager monitors children's inclusion in activities and the management of their behaviour. She regularly talks to staff to discuss and agree expectations for managing any challenging behaviour, so that children are provided with a unified approach. Staff motivate children to try things for themselves. They focus on promoting children's independence by making resources easily accessible and encouraging children to choose and use them creatively. Consequently, children develop good confidence and form firm friendships as they help others during their play.

Staff have a good knowledge and understanding of how to adapt their care to meet children's individual health needs. Children's good health is promoted through lots of opportunities to play outdoors and be active. They are provided with healthy snacks and enjoy eating a variety of fresh fruit. Children have access to well-resourced indoor and outdoor play areas that extend their learning. Consequently, children develop a strong exploratory approach during their play and often choose to use the resources in different ways. Children have good opportunities to learn about their own safety, particularly during Forest School activities. Staff focus strongly on this area of learning, so children can take

risks within safe limits, for example, when climbing trees and making fires under close supervision. Staff plan a good range of activities that promote children's growing awareness of differences in society. For example, children look at examples of Chinese writing, eat noodles using chopsticks at snack time, and dress up in different national costumes. Staff talk about the birth of new life to promote children's understanding of the meaning of Easter. They use Remembrance Day as a tool to help children learn about life and death, and people that are special to them. Staff help children's move to school go smoothly. They provide books with photographs of the school environment and make school uniforms and book bags available in the dressing up area, so children can enter into role-play. In the summer term, staff organise physical educational sessions, where children are encouraged to practise putting on sports kit, so they can do this independently when they start school.

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

All staff have had appropriate checks completed to identify they are suitable to work with children; their ongoing suitability is identified through regular supervision and appraisal. Children's welfare is fully safeguarded. All staff attend safeguarding training. They have recently received a revised safeguarding policy and procedure, which has been fully discussed to ensure it is implemented effectively in practice. The indoor and outdoor play areas are safe, secure, and suitable for the age of the children attending as well as the range of activities provided. Children are well supervised at all times and staff complete risk assessments to reduce hazards and maintain children's safety. Leaders' and managers' roles are clearly established and they understand and meet the requirements of the Early Years Foundation Stage. The manager effectively mentors and coaches staff by working alongside them as part of the team. Seven of the nine staff have current paediatric first-aid qualifications, which means they can respond quickly in the event of an emergency. Staff attend a wide variety of training courses through the local authority, and they use what they learn to improve outcomes for children. For example, they have attended a 'Creative shoots' course, which has successfully promoted children's enthusiasm to independently create their own designs. Staff have a good understanding of all children's skills, abilities and progress. However, the manager does not always monitor assessment records, which compromises any early intervention needed if gaps in children's learning are not closed by the time they start school.

Recommendations made at the last inspection have been met. The manager and staff work closely together to successfully drive continuous improvement. They consistently discuss and reflect on the success of activities and how the environment promotes children's learning. The manager acts on parents comments in questionnaires to further drive improvement. She has introduced a daily planning sheet to improve observation and assessment. As a result, all staff now take responsibility for leading activities and observing their key children in a variety of different learning environments. They have a good knowledge of children's next steps for learning. Staff have improved equality of opportunity for all children. They now seek relevant information about children's backgrounds, culture and religion, which they use to promote all children's awareness of

diversity. Partnership working is good. Staff establish positive relationships with parents and keep them well informed about the range and type of activities and experiences their children are involved in, through daily communication.

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	EY392763
Local authority	Surrey
Inspection number	830445
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	29
Name of provider	Michelle Pattinson
Date of previous inspection	19/11/2009
Telephone number	07947145710

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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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