

Grovelands Acorns Pre-School



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

Inspection date

11 March 2015

Previous inspection date

26 March 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The management committee and senior leaders have failed to notify Ofsted of changes to committee members and managers. This is a breach of statutory requirements.
- Staff do not help children learn to address adults appropriately ready for starting school.

It has the following strengths

- Children are very happy in the pre-school and enjoy positive relationships with the staff. They make friends easily and benefit from a busy, stimulating daily routine.
- Staff teach children well. They provide good opportunities for children to explore and try new things. As a result, children make good progress in their learning and development.
- The inside and outside areas are used well to support children's learning.
- Children develop confidence and independence. They have a positive attitude towards learning and moving on to school.
- Leaders and managers are fully committed to making improvements. They recognise where further development is needed and make the necessary changes.

What the setting needs to do to improve further

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

- make clearer the duties and responsibilities of the management committee and pre-school staff to ensure that all information that needs to be notified to Ofsted is completed within the relevant timescale.

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

- improve the ways in which children address staff so that they are appropriately prepared for starting school.

Inspection activities

- The inspector spoke to staff, children and parents and gathered their views about how the setting supports children's learning and development.
- The inspector observed the support for children's learning both inside and outside.
- The inspector carried out a joint observation with the pre-school supervisor.
- The inspector sampled a range of documentation, including children's development records, confirmation of staff training, including first aid certificates; the setting's improvement plans and records of assessment.
- The inspector held a meeting with the pre-school supervisor and members of the management committee to discuss leadership and management arrangements.

Inspector

Jo Caswell HMI

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The pre-school offers a fun and exciting range of activities. Full use is made of the outside areas for children who prefer to learn outdoors. Staff utilise every opportunity to encourage children to think things through and to solve problems in their play. For example, during a water play activity using bamboo tubes, the staff member asked the group of boys taking part to think through how they could speed up and slow down the flow of water down the tubes. Through careful consideration and experimentation, the boys solved the problem. Children make good progress in their learning as staff identify their different stages of development accurately. This enables them to always plan relevant activities which help children to move on in their learning. Children are keen to engage in conversation with staff and to share their news with them. However, children have not learnt appropriate ways to address staff. Instead, they repeatedly call out 'teacher'. This does not prepare children effectively for routines to follow when they start school.

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

Children behave extremely well. They work and play together cooperatively and older children often resolve their own minor disputes. For example, they use sand timers to help them share and know when it is time to take turns. Younger and less confident children approach staff readily for comfort and support. Staff know each of the children very well and are attentive to their personal needs. They frequently praise children and celebrate their achievements together. For example, when a child wanted to jump from the climbing frame for the first time, she was gently supported by staff and she successfully achieved her aim. Children learn about safety and risks in their play. They recognise why some things may be dangerous as staff give clear explanations. There are good opportunities for children to make independent choices. They choose which activities to take part in and are increasingly confident in aspects of the daily routine.

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

The management team has made many improvements to the teaching programme since the last inspection. However, recent changes in the daily supervisor and committee members have not been reported to Ofsted. This means some committee members have not been suitably checked and this is a legal requirement. Improvements are now needed to ensure that there are clear lines of accountability between the pre-school staff and the management committee. The skills and expertise of the staff team are utilised well and this has helped to improve the quality of teaching. All staff have regular supervision meetings and review their own training needs through annual appraisals. Senior staff review the quality of the pre-school provision and accurately identify which improvements are necessary. All relevant action is taken to keep children safe and to support their welfare. Partnership arrangements with parents are good. They receive regular information on their child's progress and this helps them to extend learning at home.

Setting details

Unique reference number	109432
Local authority	East Sussex
Inspection number	1005852
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	59
Name of provider	Grovelands Acorns Pre-School Nursery Committee
Date of previous inspection	26 March 2014
Telephone number	01323 449194

Grovelands Acorns Pre-School registered in 1997 and operates from two rooms in Grovelands Primary School in Hailsham, East Sussex. The pre-school is open each weekday from 9am until 12 noon and from 12.30pm until 3.30pm, during school term time only. All day provision is also available from 9am to 3.30pm. The pre-school is registered on the Early Years Register. There are currently 59 children on roll in the early years age range. The pre-school receives funding for the provision of free early education for children aged three and four years. A team of seven staff work with the children, all of whom are qualified to National Vocational Qualification level 3.

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.

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