

Little Acorns Pre School Nursery



St Georges Church, Front Street, EAST BOLDON, Tyne and Wear, NE36 0SW

Inspection date 12 February 2015
Previous inspection date 11 July 2012

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|--|-------------------------|-----------------------------|----------|
| | Previous inspection: | Satisfactory | 3 |
| How well the early years provision meets the needs of the range of children who attend | | Requires improvement | 3 |
| 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:

- Assessment of children's learning is too variable and not sufficiently developed to inform activity planning. Although gaps in children's learning are identified, these are not used effectively to plan for their next steps.
- Supervision of staff is not robust because it is not sufficiently focused on improving the quality of teaching across the setting. As a result, staff have too few opportunities to review and improve their practice so they can support children's learning more effectively.
- Staff do not gather sufficient information from parents about what their children know and can do when they start pre-school. This prevents staff from having a firm assessment of children's starting points in learning, so they can plan effectively for their individual needs.

It has the following strengths

- Children's independence is promoted successfully by staff. Consequently, children develop good self-care skills as they pour their drinks and put on their own coats.
- Staff form positive partnerships with parents which supports a joint approach to children's care and well-being.
- Children's safety is promoted well as staff deploy themselves effectively to supervise and safeguard children inside the setting and outdoors.

What the setting needs to do to improve further

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

- ensure assessment information is used consistently to inform planning so that all children are effectively challenged in their learning and make good or better progress given their starting points
- ensure systems for staff supervision are focused on improving the quality of teaching so that weaker practice is swiftly identified and appropriate training or professional development is given.

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

- extend the range of information collected from parents when children start pre-school to include what children know and can do so that staff can plan for children's starting points in learning.

Inspection activities

- The inspector observed activities in the main play room and on a trip to the local park.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector viewed children's development records, staff suitability records and a range of policies and procedures, including improvement plans.
- The inspector carried out one joint observation with the manager.
- The inspector took into account the views of the parents and carers spoken to on the day of the inspection.

Inspector

Julie Larner

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children use a range of resources independently and which promote their learning across all areas of their development. Staff track the progress children make to assess learning and plan for the next steps in their development. However, this information is not used consistently when planning activities for children's future learning. As a result, teaching is not sufficiently focused on challenging children to make as much progress as they possibly can. Progress checks for children aged between two-and three-years-old are completed and shared with parents so they know how well their child's is doing. However, information collected from parents about their child's starting points upon admission do not prompt parents to share information about children's abilities and learning as well as their welfare needs. Good relationships have been built with other settings and schools. Consequently, staff plan and organise a smooth transition when children move on to their next stage in learning.

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

Key person systems are effective and ensure that each child's individual welfare needs are identified and met. Children enjoy very positive relationships with the adults who care for them ensuring they develop close attachments with their key persons and therefore feel emotionally secure. Stay and play sessions offered prior to children starting pre-school are valued by parents and eases the transition from home to the setting for children. Consequently, children separate easily from their parents and settle quickly. Staff deploy themselves effectively in the setting. High ratios of staff to children mean that children are provided with plenty of support to meet their individual needs. Children's physical development, health and safety are promoted well. Children learn how to keep themselves safe. For example, staff teach children to use outdoor equipment safely and visits to the setting by a road safety officer ensure they learn how to stay safe outside and near roads.

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

Leaders have a secure understanding of their responsibilities to provide a safe, healthy and caring environment for children and they know what they need to do to improve further. Self-evaluation is developing well because staff and parents contribute their views which help drive improvements in the learning environment for children. Leaders have established some systems to monitor how well the learning environment supports children to make progress all areas of learning. However, arrangements for professional development and supervision are not fully developed because they do not focus sufficiently on improving practice and teaching. Appropriate recruitment and selection procedures ensure that children are cared for by suitable adults. Staff understand the procedures to follow if they have a concern about a child, ensuring children are effectively safeguarded. Parents are well informed about their children's development due to daily discussions with staff.

Setting details

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| Unique reference number | EY441209 |
| Local authority | South Tyneside |
| Inspection number | 1003621 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 26 |
| Number of children on roll | 14 |
| Name of provider | Little Acorns Pre School Nursery Partnership |
| Date of previous inspection | 11 July 2012 |
| Telephone number | 07818422343 |

Little Acorns Pre School Nursery is a partnership and was registered in February 2012 on the Early Years Register. It operates from St George's Church in Front Street, East Boldon. The pre-school has use of the first floor playroom reached by a flight of stairs and there is an area for outdoor play. The pre-school opens Monday to Thursday from 9am to 12pm during term time and employ six members of staff, including the two managers. Five of these staff hold appropriate early years qualifications.

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