

Alderton Acorns Pre-school Toddler and Baby Groups

Alderton Village Hall, Dibden Lane, Alderton, Tewkesbury, Gloucestershire, GL20 8NT

Inspection date	18 March 2015
Previous inspection date	26 January 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children make good progress in their learning because staff are knowledgeable and understand how children learn. Staff promote children's communication and language skills well. They speak clearly to the children and give children time to think and respond. Children are motivated, eager to learn and enjoy their time at the group.
- Children have developed secure attachments with the staff. Children demonstrate that they feel safe, secure and comfortable at the group. Staff are good role models and promote good personal hygiene procedures. Children behave well and understand the rules of the group.
- Staff provide a well-resourced and welcoming learning environment where children can play safely. The safety of the children is of a high priority to the staff. They check visitor's identification before allowing them to enter the building. Staff are very clear about safeguarding procedures if they have any child protection concerns.

It is not yet outstanding because:

- Although staff explain to children about how to keep themselves safe as they play, at times, staff will move resources to ensure an area is safe, without explanation. This means that staff miss opportunities to involve children and develop their understanding of minimising risks.
- Staff complete a regular detailed evaluation of their practice, which enables them to clearly identify areas for improvement. However, they have not considered involving the children in this process by gaining their ideas.

What the setting needs to do to improve further

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

- further increase the opportunities for children to contribute to risk assessments, so they gain a deeper understanding of how to stay safe and manage risks as they explore
- strengthen the evaluation processes, so children's contributions are obtained to help drive improvement further.

Inspection activities

- The inspector observed activities in the playroom and garden, and checked the range of resources available to the children.
- The inspector took into account the views of parents and carers from information included in the group's parent survey.
- The inspector held a meeting with the manager, and spoke to staff and children at appropriate times during the inspection.
- The inspector checked the evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and the improvement plan.
- The inspector sampled a range of documentation, including the group's written policies and safeguarding procedures, and children's records.

Inspector

Hilary Tierney

Inspection findings

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

The quality of teaching is consistently good. Through detailed observations and assessment processes staff are able to clearly identify those children who require extra help or support in their learning. Consequently, children make good progress across all areas of learning and development. Staff provide good opportunities for children to develop their interests extremely well. Children enjoy building fire engines and vehicles from construction resources. They confidently screw boxes together, build ladders and pretend to put out fires with hoses. Staff encourage children to measure how high their ladders are and talk about how high they can reach when they put them against the playhouse. Children interact well with each other and the staff. Staff prepare children well for their next stages in their learning.

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

Children are confident and able to develop their independence well as they play. Children enjoy helping to set the table at snack time; they help to cut up the fruit and pour their own drinks. Staff use resources in the outdoor play area effectively to promote children's learning about the world around them. Children are able to freely access the outside play space during the session, which helps them learn about the importance of fresh air and exercise. Children enjoy using their fire hoses to pretend to put out fires and solve the problem of how they are going to get the water to the pretend fire, using buckets. Staff regularly remind children to be careful as they walk down the steps in the garden and play under the netting. Children are able to take risks as they climb, balance and jump. However, when staff move resources that are obstructing doorways, they do not provide an explanation or engage children in the process to further their understanding of risk and safety. Staff remind children to share, take turns and think about others, which helps them gain essential skills for the future.

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

The provider and staff have a clear understanding of their responsibilities in meeting all the requirements. Robust recruitment, induction and appraisal procedures contribute to ensuring all staff are suitable to work with the children. All staff have valid first-aid training, which means that they can respond quickly in the event of an accident. There are clear procedures to monitor staff performance. Training needs are quickly addressed to promote staff skills and qualifications, which helps to improve the quality of teaching. There are good partnerships with parents. Staff share detailed information with parents on a regular basis, including ways that parents can promote learning further at home. Partnerships with other early years settings that children attend are very good. This means that all adults contribute extremely well to children's learning.

Setting details

Unique reference number	101702
Local authority	Gloucestershire
Inspection number	839123
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	12
Name of provider	Alderton Acorns Pre-school Toddler and Baby Groups Committee
Date of previous inspection	26 January 2010
Telephone number	07842 161 159

Alderton Acorns Pre-school, Toddler and Baby Group is run by a voluntary committee. The group registered in 1994. The group is open on Mondays, Tuesdays and Wednesdays from 9am to 3pm, during term time only. The group employs five members of staff, one of whom holds a recognised early years qualification at level 6. The group receives funding for the provision of free early education for children aged two, three and four years old.

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