

# Acorn2oak Pre-School.

Dryden Road, Ipswich, Suffolk, IP1 6QD



## Inspection date

15 June 2015

Previous inspection date

19 September 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children benefit from secure relationships with their key person. This helps the children to feel confident and safe within the pre-school.
- Staff work effectively with parents and gather useful information upon admission, which informs their planning. The pre-school works very hard to engage all parents in their children's learning and development needs.
- Children who speak English as an additional language make good progress. This is because the management team work tirelessly to ensure a regular flow of communication is maintained.
- Staff have a clear understanding of the Early Years Foundation Stage requirements, including safeguarding policies and procedures. All staff are aware of the procedures to follow in the event of a concern about a child, or if an allegation is made against a member of staff.
- The committed manager inspires staff to undertake further professional development and relevant qualifications. The recent qualification the manager completed has had a positive impact. She has demonstrated good reflective practice, including reviewing children's progress, and identified clear targets and areas for improvement.
- The committee members have ensured they undertake appraisals for the manager and work closely with the management team to provide good quality childcare. As a result, the manager feels supported in her role.

### It is not yet outstanding because:

- Some staff's teaching does not always offer the optimum level of challenge for two-year-olds, with particular regard to their emerging listening and attention skills.
- The management team have not yet developed an astute and targeted coaching programme within the pre-school, in order to fully support staff's practice to the highest level.

## What the setting needs to do to improve further

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

- review activities for two-year-old children to make sure that they are consistently helped to make rapid progress, particularly with their listening and attentions skills
- build on the already good quality of teaching by embedding more rigorous coaching methods for all staff, so that there are clear targets to help to make practice outstanding.

### Inspection activities

- The inspector observed activities in the main playroom and in one of the outside play spaces.
- The inspector held discussions with the staff and children, at appropriate times during the inspection.
- The inspector held a meeting with the manager and deputy manager.
- The inspector carried out a joint observation with the deputy manager.
- The inspector took into account the views of the parents spoken to on the day of the inspection.
- The inspector checked the evidence of staff suitability, looked at children's records, planning documentation and staff files.
- The inspector looked at a range of other documentation, including policies and procedures, to safeguard children's welfare.

### Inspector

Kerr Cobbett

## Inspection findings

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

Staff ensure that every child makes good progress, by working in partnership with parents and other professionals. Staff regularly review the indoor environment to ensure activities and experiences are challenging for children. Staff have attended training on children's early-writing skills, which has had a significant impact on the layout of the environment. As a result, a designated area for developing early-writing skills has been created, which is inviting and well resourced. Children enjoy picking books from the library located in this space, and share the stories at home. Parents contribute to communication books and offer feedback to the setting about this new area, which is all very positive. This means, particularly for older children, the pre-school continuously provides them with a good level of challenge. This helps them to be ready for their next stage in learning, such as school. However, staff do not always transfer this strong teaching approach to activities for the two-year-old children. On occasions, staff are not always confident to adapt activities so that younger children's listening and attention skills are consistently extended and built upon. This means some younger children lose interest in activities, which have valuable learning outcomes.

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

Children display high levels of confidence while playing independently and during group activities. The manager has recently completed further qualifications and has used her knowledge to develop the outside area very well. She has evaluated the outside play space and identified how it effectively supports children's different learning styles. As a result, staff have seen a vast improvement in children's early-writing and mathematical skills. This is because the area sparks children's imagination, and supports their curiosity and explorative skills. Staff plan and prepare a nutritious and balanced snack. Children independently go to wash their hands and pour their own drinks. Staff work closely with the parents to meet every child's individual needs. Some children have a snack upon arrival so that they are ready for the day. This supports children's health and well-being effectively. Children are well supported within their physical development. They enjoy the mud-kitchen area, where they make custard slime using large utensils, such as wooden spoons to stir around their food.

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

The manager has set clear targets to drive practice forward and regularly helps staff to complete documentation, such as the progress check for children between the ages of two and three years. Staff contribute to the pre-school's progress through regular staff meetings. The manager completes regular supervisions to inform individual staff training plans. However, the manager does not yet provide staff with coaching, in order for them to understand what outstanding practice is, and how to strive forward to achieve this. The manager implements robust recruitment checks and ensures all staff are suitable to work with children.

## Setting details

<b>Unique reference number</b>	EY420545
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	852116
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Acorn2oak Pre-School
<b>Date of previous inspection</b>	19 September 2011
<b>Telephone number</b>	01473 748 333

Acorns2oaks Pre-School re-registered in 2010 and is a committee run pre-school, situated in the grounds of Castle Hill academy. The pre-school is open from 9am to 12 noon, with a lunch club from 12 noon to 12.45pm, and an afternoon session from 12.45pm to 3pm. Sessions run from Monday to Friday during school term time only. There are 12 members of staff, eight of whom hold a relevant qualification to at least a level 3 or above.

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