

# Acorns Pre-School

Paradise Crescent, Evercreech, Somerset, BA4 6EH



## Inspection date

9 October 2015

Previous inspection date

28 September 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff plan a broad range of learning experiences that effectively support children to make good progress in their learning and development.
- Staff consistently and sensitively engage with children during their play to extend their learning further. They help children become very involved in their play to develop their skills ready for the next stage in their learning.
- Staff are excellent role models and are respectful and responsive to children's needs. Children behave very well. They listen attentively, learn to share and take turns during play.
- Children are happy and become confident and active learners. Staff get to know children very well and form positive relationships with them.
- The leadership and management are good. The committee, manager and staff meet regularly to review and reflect on the quality of the provision to identify improvements.

### It is not yet outstanding because:

- Staff do not always organise the book areas so that they appeal to children to promote their early reading skills further.
- Staff do not always encourage parents to share children's learning experiences at home to promote a consistent approach to further support their progress.

## What the setting needs to do to improve further

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

- review and improve the book areas so that they appeal to children and encourage their interest in books further
- strengthen partnerships with parents to encourage them to share information about their children's home learning to promote a consistent approach to supporting their development.

### Inspection activities

- The inspector observed activities in the inside and outside learning environments.
- The inspector had discussions with the manager, children and staff.
- The inspector invited the manager to complete a joint observation.
- The inspector sampled a range of documents, including children's progress records.
- The inspector took account of the views of parents spoken to on the day.

### Inspector

Margaret Dobbs

## Inspection findings

### Effectiveness of the leadership and management is good

Staff implement the policies and procedures effectively, which helps keep children safe and secure. Safeguarding is effective. Staff have thorough, up-to-date knowledge of how to protect children from harm. The manager reviews the quality of teaching and children's learning experiences well. For example, she observes staff practice and gives feedback to help them develop their skills further. Children's progress is tracked closely, which helps to identify and address any gaps in their learning quickly. The manager provides staff meetings, including individual meetings to help promote good practice. Staff extend their continuing professional development through training, which has a positive impact on their practice. For example, training about the outdoor learning environment has led to exciting activities that support children's awareness of the natural world effectively.

### Quality of teaching, learning and assessment is good

Staff observe and assess children's learning accurately and plan focussed activities to help children achieve their next steps in their development. For example, they help children learn to recognise numbers. Children learn to think for themselves well. For example, staff use questions to prompt children's ideas and allow them time to work things out, such as when children put pieces of roadway together and want to add buildings. Children learn new skills effectively, for instance, they cut carefully around a circle using scissors. Staff adapt activities effectively to suit the needs of children. For example, when children complete a puzzle, they offer more challenging ones. Overall, partnerships with parents are good; staff gain information about children's starting points and provide informal daily feedback about children's activities.

### Personal development, behaviour and welfare are good

Children enjoy fresh air and exercise every day in the spacious outdoor environment, which promotes their physical well-being securely. Staff provide good settling-in procedures as children start and help them manage the move on to school well. For example, they provide opportunities for children to meet their teacher. Children benefit from healthy snacks and they develop a good understanding of taking care of themselves. For example, staff take time to talk to children about healthy lifestyles. Children follow good hygiene routines independently, such as washing their hands at appropriate times.

### Outcomes for children are good

Children make good progress and are achieving typical levels of development across all areas of learning. Staff support all children effectively. For example, they use signing successfully to promote children's communication and language skills, which particularly supports children whose speech and understanding is developing. Children are motivated to learn and gain the skills for the next stage in their learning and for school.

## Setting details

<b>Unique reference number</b>	142977
<b>Local authority</b>	Somerset
<b>Inspection number</b>	825811
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Acorns Pre-School Committee
<b>Date of previous inspection</b>	28 September 2010
<b>Telephone number</b>	01749 831338

Acorns Pre-school opened in 1971 and registered in 1992. It operates from a purpose-built building situated in the grounds of Evercreech Primary School in Somerset. The pre-school is open term time only, Monday, Tuesday, Wednesday and Friday from 9am to 3pm and Thursday from 9am to 1pm. A total of six staff are employed to work with the children, of whom most are qualified to level 3. The provider receives funding for free early years education for children aged two, three and four years.

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