

# Wenhaston Acorns Pre-School



Wenhaston Primary School, Hall Road, Wenhaston, HALESWORTH, Suffolk, IP19 9EP

<b>Inspection date</b>	6 January 2016
Previous inspection date	10 May 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Management has not ensured that suitability checks have been completed for the committee members who make up the membership of the governing body.
- Parents are not provided with a written summary of the progress check for children between the age of two and three years.
- Observations of children's learning are not effectively evaluated, to ensure that individual needs and next steps in children's learning are consistently identified. Staff are not always fully aware of what they need to do to support children's progress.
- Staff do not ensure that their interactions with children are of a consistently good quality. They do not ensure that all children are provided with sufficient challenge and are motivated to play and learn.
- In the absence of the key person, there is no identified adult to continue to ensure that children's learning is tailored to their individual needs.

### It has the following strengths

- Children behave well and respond positively to the consistent boundaries. Staff are good role models, treating children with respect and positive regard. Children build friendships with others and develop respect for each other's needs and feelings.
- Children are happy and settled. They develop close emotional attachments to staff, confidently seeking them out to share in their play.
- Partnerships with parents are friendly and trusting. Staff keep parents informed about the pre-school and their child's day.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ provide parents with a summary of the progress check for children between the age of two and three years</li> </ul>	31/01/2016
<ul style="list-style-type: none"> <li>■ improve how observations of children's play and learning are evaluated, to enable staff to plan a suitably challenging experience for each child across all areas of learning so that they make at least good progress</li> </ul>	31/03/2016
<ul style="list-style-type: none"> <li>■ improve the quality of teaching, to provide children with sufficient challenge and motivation to learn, and guide the development of their capabilities</li> </ul>	31/03/2016
<ul style="list-style-type: none"> <li>■ review the effectiveness of the key-person system, to ensure that every child's learning is consistently tailored to meet their individual needs</li> </ul>	31/03/2016
<ul style="list-style-type: none"> <li>■ inform Ofsted of changes to the people who make up the governing body.</li> </ul>	31/01/2016

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with a member of staff.
- The inspector held a meeting with the pre-school manager.
- The inspector looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector looked at activity planning, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The membership of those who make up the registered body changed two years ago but suitability checks have not been completed. The committee has recently changed again and they now understand the need to ensure that checks are completed. Staff understand their responsibilities with regard to child protection. They are aware of the signs and symptoms of abuse and know how to report concerns. All staff have attended training in child protection. In this respect, children's physical and emotional well-being is protected. Recruitment and selection processes are in place that ensure those working directly with the children are suitable to do so. A system of supervision is in place to monitor staff performance and work towards the continuous improvement of the pre-school.

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

Staff observe children as they play. However, they do not evaluate their observations effectively, to identify the next steps in children's learning. Staff understand how children learn but the quality of their interactions with children does not always demonstrate the characteristics of good teaching and learning. Staff do not provide children with sufficient challenge or motivation to learn. For example, during a craft activity staff do not encourage children to cut their own collage materials or draw their own outline of the bear picture they are creating. Sometimes activities are not pitched at the children's level. Staff provide the same activity for all children. When carrying out a game matching colours, younger children do not understand the concept, while for older children the game offers no challenge.

### Personal development, behaviour and welfare are inadequate

Staff are aware of their own key children's likes and interests. However, in the absence of the key person, other staff are not always clear about what they need to do to support children's learning. Staff do keep parents informed about their child's day. Parents report that they are happy with the service provided and find staff friendly and approachable. Their children enjoy coming to the pre-school. Parents value that partnerships are developing between the host school and the pre-school, supporting children's transition to the Reception class. Settling-in processes for new children are tailored to their individual needs. Children enjoy the responsibility for carrying out tasks in the pre-school and staff support this well.

### Outcomes for children are inadequate

The inconsistent quality of teaching does not ensure that all children are well prepared for the next stage in their learning, such as moving on to school. The progress check for children between the age of two and three years is completed but parents are not given a copy of the summary. Tracking of children's progress has just started to be monitored. Early indications are that this is successful in helping staff to identify gaps in children's progress. Children are encouraged towards independence. They confidently choose what they want to play with and manage their own health and hygiene needs, relevant to their age.

## Setting details

<b>Unique reference number</b>	EY346837
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	863141
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	11
<b>Name of provider</b>	Wenhaston Acorns Pre-School Committee
<b>Date of previous inspection</b>	10 May 2011
<b>Telephone number</b>	01502 478819

Wenhaston Acorns Pre-School has been registered since 2007. The pre-school employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday all year round. Sessions are from 8.40am until 12 noon. A lunch club operates from 12 noon to 12.45pm and an afternoon session from 12.45pm to 3pm on Monday, Tuesday and Friday.

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