

Spooner Row Acorns

Spooner Row Cp School, Station Road, Spooner Row, WYMONDHAM, Norfolk, NR18 9JR



Inspection date	22 January 2016
Previous inspection date	9 March 2012

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

- The pre-school is led and managed by a skilled and knowledgeable manager. She is dedicated to her role and shows an ambitious vision for all aspects of the pre-school. There is a strong focus on teamwork and staff are provided with good support. This includes supervision, performance management and regular training opportunities.
- Self-evaluation is highly effective and makes a strong contribution to the ongoing improvements throughout the pre-school. It includes the views of staff, parents, children and committee members to ensure well-targeted plans are put in place.
- Monitoring of children's progress is comprehensive. The manager collates a wide range of information on the development of each child and different groups, to enable her to swiftly identify any emerging gaps in children's learning. As a result, a programme of support is implemented where necessary.
- Partnerships with parents are well established. An effective two-way flow of communication and high involvement from parents help to ensure they are entirely involved in their children's learning. Parents are complimentary about the pre-school and staff team. Partnerships in place with other professionals are equally well established.
- The atmosphere within the pre-school is calm and purposeful. Interesting displays and children's work fill the walls and provide an inviting and educational environment for the children to enjoy.

It is not yet outstanding because:

- Teaching during group activities does not always successfully engage all children.
- On occasion, staff do not fully respond to children's play ideas and promote exploration and learning as well as possible.

What the setting needs to do to improve further

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

- strengthen staff's interactions and engagement with all children, particularly during group activities, to help them make even greater progress
- enhance opportunities for children to develop their ideas and freely explore and learn.

Inspection activities

- The inspector observed the quality of teaching during planned activities and freely chosen play, and assessed the impact this had on children's learning.
- The inspector carried out joint observations with the manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff access training opportunities and engage in discussions about safeguarding at staff meetings and supervision sessions. They have a good understanding of what action to take should they have concerns regarding a child. Robust recruitment and vetting procedures are in place, including the successful induction of new staff. The staff team is well qualified and effectively uses their skills to meet the needs of children. The manager effectively assesses the quality of the provision. She frequently observes staff and gives feedback to help them to reflect on their practice and improve teaching.

Quality of teaching, learning and assessment is good

Staff make accurate assessments of children's learning through good quality observations. This information is used well to inform future planning and to support children during their freely chosen play. Staff use a wide range of teaching skills to challenge children's thinking skills and extend their ideas. They ask well-posed questions and help children to think about what else is possible. Children make good progress and have an enthusiastic and motivated approach to learning. Children thoroughly enjoy cooking activities. They explore the way the ingredients change and use excellent communication skills as they describe what is happening. They use their mathematical understanding to identify numbers on the scales and refer to the recipe, supporting their literacy skills and understanding that print carries meaning. Children thoroughly enjoy making models from recycled items. They use excellent imaginative skills as they talk about what they have made and tell stories about their models.

Personal development, behaviour and welfare are good

Children are happy, secure and show high levels of confidence and self-assurance. The key-person system is well established and ensures children's needs are well known and met. This supports children's emotional and physical well-being. Staff are warm and nurturing towards the children and act as good role models. Children show they understand how to behave well as they confidently remind one another of the pre-school rules. Children's health is fostered well. They enjoy a wide range of healthy snacks and enjoy talking about the benefits of a healthy diet. They follow good hygiene routines and understand the importance of washing their hands. Children understand how to keep themselves safe and to manage risks. They handle tools with care and learn about safety outside of the pre-school.

Outcomes for children are good

Children make good progress from their starting points and throughout their learning. They develop important skills which help them prepare for their next stage in learning, including school.

Setting details

Unique reference number	EY358215
Local authority	Norfolk
Inspection number	849560
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	11
Number of children on roll	25
Name of provider	Spooner Row Acorns Committee
Date of previous inspection	9 March 2012
Telephone number	07747886868

Spooner Row Acorns is a committee-run setting and has been registered since 2007. The setting employs four members of childcare staff. Of these, three hold relevant early years qualifications. The manager is qualified to level 3. It is open from Monday to Friday, term time only. Sessions run from 8.45am to 11.45am and 12.15pm to 3.15pm. Children can also stay for lunch and all day sessions are available. The setting operates a breakfast and after-school club for the children who attend the host school. The pre-school receives funding for two-, three- and four-year-olds.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

