

Acorns Community Pre-School

Hanover Hall, Jennings Road, Totton, Southampton, Hampshire, SO40 3BA



Inspection date

10 February 2016

Previous inspection date

30 April 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

- The quality of teaching is good. Staff have a good understanding of how children learn and develop. They provide interesting and challenging activities that motivate and engage children, contributing to the good progress they make.
- The joint supervisors are well qualified and committed to providing a strong provision. They successfully use self-evaluation to drive continual improvement.
- Staff manage children's behaviour well. They are positive role models and provide clear explanations to help children know what is expected. Children show respect for others and play harmoniously together. They share toys and learn to take turns.
- The supervisors and staff have effective partnerships with parents and other professionals. The staff team values and encourages parental involvement in their children's learning. Staff keep parents well informed about their children's progress

It is not yet outstanding because:

- Not all key persons share the next steps in their children's learning effectively so other staff are clear about what they need to do to help children, who are not in their key group, continue to make good progress.
- Staff do not provide a broad range of opportunities for children to see written words or learn how print carries meaning, especially for those who learn better outdoors.

What the setting needs to do to improve further

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

- develop better systems to share children's next steps for learning with other staff so all those working with the children clearly understand what they need to do to help them continue to make good progress
- increase opportunities for children to see words written in the environment and learn that print carries meaning, especially for those who learn better outdoors.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at children's records, planning documentation, evidence of suitability of staff working in the setting and a range of other documentation, including policies and procedures.
- The inspector spoke to both supervisors, staff and children at appropriate times during the inspection.
- The inspector took into account the views of parents spoken to on the day.
- The inspector had a tour of the setting.

Inspector

Susan Wilson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of their roles and responsibilities to safeguard children's welfare. Robust recruitment procedures ensure that staff are suitable to work with children. The supervisors monitor and review children's progress very well. This helps them to identify and close any gaps in children's learning. The home visits carried out before children start encourage parents to share what they know about their children. This helps staff support children to settle and promote their learning and development right from the start. The supervisors monitor staff practice and provide them with training opportunities, which help them to deliver good-quality learning experiences for children.

Quality of teaching, learning and assessment is good

Staff gather information from parents when children start. They use this, alongside their own observations and assessments, to plan challenging activities based on the children's interests. Children move easily around the nursery and choose what they want to do. All resources are accessible and children follow their own interests. Staff use questioning skills efficiently and encourage children to think about their play. Staff respond well to children's interests. For example, at the inspection, children balanced on the outdoor equipment. With the children's help, staff spontaneously set up an obstacle course with numbered beanbags, hoops, and balls. The activity provided staff with the opportunity to teach children about their health and safety, as well as how sports can help them to raise money for charity.

Personal development, behaviour and welfare are good

Children are happy and confident. They are well cared for by kind and caring staff who know them well. They have regular opportunities to play outside and benefit from being in the fresh air. There are good links with children's future schools. For example, staff share valuable information about children's achievements with teaching staff. They help children to manage their expectations about school in preparation for moving on. Staff promote children's safety well. For example, they complete daily risk assessments and teach children about how to keep themselves and others safe.

Outcomes for children are good

All children are making good progress. They are developing the skills and attitudes that promote their future learning. Children are confident talkers. For example, they use their language skills effectively as they take part in conversations about what they are doing. They are learning to do things for themselves, such as putting on their own coats and buttering their toast at snack time. Children are well prepared for the next stage in their learning, including starting school.

Setting details

Unique reference number	507856
Local authority	Hampshire
Inspection number	826189
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 - 4
Total number of places	32
Number of children on roll	63
Name of provider	Acorns Community Pre-School Limited
Date of previous inspection	30 April 2010
Telephone number	02380 668234

Acorns Community Pre-School opened in 1989. It operates from a community hall in Totton, near Southampton, Hampshire. The pre-school opens five days a week during school term time. Sessions are from 9am until 3pm from Monday to Friday. It provides funded early education for children aged two, three and four years. The pre-school employs 11 members of childcare staff, most of whom hold appropriate early years qualifications. The joint supervisors hold National Vocational Qualifications to level 4.

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