

## Inspection date

10 February 2016

Previous inspection date

8 November 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 pre-school is well led and managed. There is a strong team of adults, working effectively together to provide for the children's individual needs. They understand the requirements of the Early Years Foundation Stage well.
- Staff are deployed effectively and work particularly well together, which means the organisation of the pre-school is good. They provide a relaxed, fun and homely environment, where children behave well and each child is respected and valued.
- Relationships with parents are particularly strong. Parents speak highly of the setting, where they feel welcome, supported and informed about their children's progress and well-being.
- The quality of teaching is good. Staff's assessments of children's progress are precise and effectively inform planning to offer children individualised learning experiences.
- Staff interact enthusiastically with children and encourage them to follow their own ideas when playing. Children use their imagination in construction and role-play activities well.

### It is not yet outstanding because:

- Partnerships with the local school are not yet robust enough to consistently support all children with their move to full-time education, when the time comes.
- Occasionally, some activities are not organised as effectively as possible to promote children's deepest levels of concentration.

## What the setting needs to do to improve further

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

- develop the partnership working with the local schools that older children will attend, supporting their move on to full-time education
- provide more opportunities to promote children's deeper levels of engagement and help them progress further in their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager.
- The inspector looked at relevant documentation, discussed self-evaluation and viewed evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Ruth Patel

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff's knowledge in relation to safeguarding children is very secure. They are fully aware of the procedures for reporting concerns. The staff team works very well together and is keen to improve outcomes for children. Comprehensive policies and procedures are in place which underpin the practice of the setting and support the team to meet all statutory requirements. The manager works with her team to monitor the quality of the setting and the teaching. She assesses children's learning with staff to ensure they are making good progress and are challenged in their learning. The team works together to set high expectations for ongoing improvement and regular meetings are used to confirm that they are all working towards common goals.

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

Children benefit from a stimulating, organised and well-resourced environment. They have access to a good range of play equipment, both inside and outdoors. Teaching is good. Children develop key skills. They learn to write their own names and recognise the sounds that letters make. As they play, they gain an early understanding of numbers, shapes, measures and quantity. Children's literacy development is well fostered. Children talk enthusiastically about stories and choose books to take home to share with their families. They learn about people and communities as they participate in festival related activities, such as Chinese New Year. Children's communication and language development is given high priority. All children, including those who speak English as an additional language, are supported thoroughly in developing their communication and language skills.

### Personal development, behaviour and welfare are good

Children are well cared for in this calm, welcoming environment. They have developed strong, secure bonds with the staff, helping them feel safe. Staff value children's efforts and achievements and use praise effectively to reinforce positive behaviours. This enables children to develop positive self-esteem and confidence. Children learn to be independent and gain a sense of responsibility. They choose resources and toys, which they put away when they have finished with them. Children enjoy healthy snacks and the outdoor play area provides good opportunities for daily physical activities. Children enjoy making pretend potions in the mud kitchen. They confidently take care of their personal needs, such as washing their hands and pouring drinks.

### Outcomes for children are good

All children make good progress from their individual starting points. Children develop a positive attitude towards learning and are well prepared for the next stage of their learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY314555
<b>Local authority</b>	Barnet
<b>Inspection number</b>	1024260
<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 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Pauline Anne Congdon
<b>Date of previous inspection</b>	8 November 2010
<b>Telephone number</b>	07931668499

Little Acorns was registered in 2005. The pre-school employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or 3. The pre-school opens from Monday to Friday during term times only. Sessions are from 9.15am to 12.15pm. The pre-school provides funded early education for three- and four-year-old children. The pre-school supports children who speak English as an additional language, disabled children and those with special educational needs.

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