

# Wenhaston Acorns Pre-School



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

## Inspection date

13 June 2016

Previous inspection date

6 January 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not keep an accurate written record to confirm when or by whom medication has been administered to children.
- The leadership team's evaluation of practice is not effective in identifying all of the weaknesses in practice. Priorities for future improvements have not been clearly identified in order to develop a highly effective plan for sustained improvement.
- Staff do not consistently engage all parents in children's learning in the pre-school. They do not yet maintain high level partnership working with parents to support children's learning in the setting and at home.

### It has the following strengths

- The manager and staff are fully committed to their ongoing professional development and have attended a wide variety of training since the last inspection. This has had a positive effect on improving the quality of teaching to a good level.
- Staff plan challenging experiences for children to promote their next steps in learning. They make good use of observations and accurately assess children's capabilities.
- Children behave well throughout their time at the pre-school. Staff are consistent in the messages they give and have high expectations for children's behaviour.
- Children make good progress in their learning. Staff accurately monitor the progress they make and quickly identify where children have gaps in their learning. Extra support is put in place which helps the gaps to close and children to catch up with their peers.

## 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:

#### Due Date

- ensure a written record is kept to confirm each time medication is administered to a child by staff. 27/06/2016

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

- use self-evaluation more rigorously to identify weaknesses in provision, and use the information gathered to take action to ensure all legal requirements are met and to maintain continued improvements to practice
- explore further ways to engage parents in their children's learning and development in the pre-school, promoting consistency in supporting learning in the setting and at home.

### 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 completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the plans for improvement and evidence of the suitability of staff working in the pre-school.
- The inspector sampled a range of other documentation, including the learning and development records of children, and the pre-school's accident and medication records.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Julie Meredith-Jenkins

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The leadership team quickly implemented an action plan to address all issues identified at the last inspection. However, they have not used self-evaluation to identify how they will address further weaknesses in order to continue to improve the quality of provision. In particular, staff are not keeping a written record of the administering of medication to children. Safeguarding is effective. Staff demonstrate a secure understanding of the procedure to follow if they are concerned that a child is at risk of harm. They are aware of the signs and symptoms of abuse and have a secure policy in place for the use of mobile phones and cameras in the setting. The manager gives ongoing support to staff and helps them access training to improve personal practice.

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

Staff enthuse and motivate children to learn. Children engage well in activities, showing concentration and determination. Staff skilfully use children's ideas and follow their interests in play to enhance their learning experiences. Children confidently lead activities and decide on rules for a game. They share out resources and give instructions for their peers to follow. Staff question children during play to extend their thinking, and children respond with their own thoughts and ideas. Staff gather robust information from parents when children first start at the setting. They share written records of children's learning, such as the progress check for children between the age of two and three years. However, staff do not thoroughly engage all parents in children's learning throughout their time at pre-school to help parents fully support children's learning at home.

### **Personal development, behaviour and welfare require improvement**

The system for recording the administration of medication to children is not secure. A designated member of staff administers medication to children according to the specific written guidance given by parents. However, staff do not keep a written record to indicate that the medication has been administered, although this is confirmed verbally to parents. Children build strong bonds with staff and each other and develop secure friendships. They are kind and considerate to others and are consistently reminded to use good manners. Children have regular opportunities outdoors in the fresh air and engage in physical activities, such as digging and vigorously painting the playhouse with a mixture of mud and sawdust they have created.

### **Outcomes for children are good**

Children demonstrate an eagerness to immerse themselves in self-chosen and planned learning experiences. They listen carefully to staff and are confident to express their ideas and suggestions. They develop good social skills as they play and interact confidently alongside other children and staff. Play turns into good quality learning experiences as children are confident and imaginative and develop their own ideas. This helps to prepare children well for the next stage in their learning, such as school.

## Setting details

<b>Unique reference number</b>	EY346837
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1035950
<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>	26
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Wenhaston Acorns Pre-School Committee
<b>Registered person unique reference number</b>	RP526742
<b>Date of previous inspection</b>	6 January 2016
<b>Telephone number</b>	07825002641

Wenhaston Acorns Pre-School was registered in 2007. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or level 4. The pre-school opens from Monday to Friday during term time. Sessions are on Monday, Tuesday and Friday from 8.40am until 3pm, and on Wednesday and Thursday from 8.40am until midday.

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.

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