

Little Thetford Acorns Pre-School and Children's Club



Oak Field, The Wyches, Little Thetford, Ely, Cambridgeshire, CB6 3HG

Inspection date

7 July 2016

Previous inspection date

6 November 2015

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
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

- There is a very positive and successful partnership with parents, who are extremely pleased with the pre-school. They say staff communicate well with them and are professional while being friendly and approachable.
- Staff provide good support for children who have special educational needs. They work closely with parents and other agencies to gain an in-depth understanding of each child's needs and plan effectively for their future learning.
- Since the last inspection staff have developed a solid and consistent understanding of how children learn. They plan and provide a broad range of enjoyable activities that reflects children's ideas and interests.
- Children are confident and able communicators. They are inquisitive and ask questions of staff and other adults, eagerly voicing their views and sharing their ideas.

It is not yet outstanding because:

- The changeover during the lunchtime period is somewhat disorganised and becomes hectic. Children are not fully clear about what is expected of them.
- Staff do not always take into account the individual needs and abilities of children during larger-group activities. At times, a few children who find listening more difficult lose interest, which means their learning is not promoted as effectively as others.
- Information gathered from school does not fully support out-of-school club staff in complementing and extending children's prior learning experiences.

What the setting needs to do to improve further

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

- review the organisation of the lunchtime period to ensure that children are clear about expectations and that the quality of their learning experiences is maintained
- enhance staff's planning of group activities so that every child taking part benefits from the best learning experience possible
- strengthen the partnership with the school to promote a greater understanding of children's achievements and enhance continuity for their care and learning.

Inspection activities

- The inspector observed the quality of teaching and spoke to staff about how they plan for children's progress.
- The inspector looked at the premises and the resources available to the children.
- A range of documentation was looked at, including evidence of the suitability of directors and staff, staff training, some policies and procedures and children's records.
- The inspector walked with the out-of-school club staff to collect the children from school.
- Discussions were held with a number of parents and their views and comments were taken into account.

Inspector

Veronica Sharpe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Since the last inspection the provider has established robust procedures to ensure that Ofsted is promptly notified of any changes to the directors and that appropriate checks are taken up. Staff are well trained in child protection issues. They have a good understanding of the local safeguarding procedures that helps them to keep children safe from abuse or neglect. Staff monitor children's development closely and provide timely support for any who show signs of delay. Leaders and managers support the qualified staff to develop their skills through further training and research. Self-evaluation and action plans for improvement have been effective in addressing all the issues identified at the last inspection.

Quality of teaching, learning and assessment is good

Planning for children's learning takes account of their individual needs and interests. Close monitoring of children's progress helps to ensure that children experiencing delay are identified and swift action is taken. Staff work effectively with other agencies, such as specialist teachers, to help children catch up. Children have good opportunities to develop their understanding of the world. They smell the herbs in the sensory garden and plant seeds to watch them grow. Books, pictures and posters show children examples of differing cultures, countries and lifestyles. Children and staff have conversations about each other's homes and families to find out that people live in different ways. There is a plentiful supply of writing materials and children enjoy drawing with chalks and learning to form the letters of their name.

Personal development, behaviour and welfare are good

Children benefit from freedom to play and learn outside as they choose. Supportive staff encourage children to solve simple problems, such as how to build a waterway from guttering. Parents are asked for detailed information about their children's needs and interests when they first start. Staff promote a good two-way flow of information and provide parents with ideas to help them to extend their children's learning at home. Children learn about healthy eating and enjoy active physical exercise indoors and outside. Staff and children take part in safety procedures, such as checking the security of the premises. This helps to develop children's sense of responsibility and their awareness of risk.

Outcomes for children are good

Children are confident, active learners. They behave well and have positive relationships with staff and each other. They join in with stories and songs enthusiastically, showing they know the words and actions. Older children confidently choose their name cards and begin to sound out the letters of their names. Children's independence skills are promoted well as they plan and prepare their own snacks and keep the pre-school tidy. Children make good progress in their learning and are prepared well for school.

Setting details

Unique reference number	EY405040
Local authority	Cambridgeshire
Inspection number	1032378
Type of provision	Sessional 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	25
Number of children on roll	60
Name of registered person	Little Thetford Acorns
Registered person unique reference number	RP529498
Date of previous inspection	6 November 2015
Telephone number	01353 649234

Little Thetford Acorns Pre-School and Children's Club was registered in 2010. The pre-school employs six members of childcare staff, including the manager. Four staff members hold appropriate early years qualifications at level 3. The manager holds early years teacher status. The pre-school opens from Monday to Friday during school term times. Sessions are from 9.15am until 3.30pm. A breakfast club for school-age children runs from 7.45am until 9am and an after-school club from 3pm until 6pm. The holiday playscheme opens between 9am and 4pm for two weeks in the summer, one week at Easter and during the spring and autumn half terms. The pre-school is able to provide funded early education for two-, three- and four-year-old children. It supports children who have special educational needs.

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 2016

