

Little Acorns Pre-School

High Oakham Primary School, Nottingham Road, Mansfield, Notts, NG18 4SH



Inspection date

7 November 2016

Previous inspection date

1 May 2013

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

- Staff provide children with an interesting range of activities to choose from, both indoors and outdoors. They skilfully engage children in their chosen play experiences, effectively supporting them to build on their prior knowledge, skills and interests. This results in all children making good progress.
- Staff work well with parents to support children's learning. They provide parents with information about their child's development through daily reviews, as well as at each term. Parents feel their views are valued.
- An effective key-person system is in place which ensures that children are supported to settle with a familiar adult. Children enjoy their time at the setting and parents are pleased with the progress they make.
- Staff consistently manage children's behaviour well. Children are polite and friendly. They are kind to one another and many are forming good friendships.
- Children are constantly supervised by vigilant staff, who work well together as a team to protect children's safety. Staff teach children how to use equipment safely and they encourage them to develop good hygiene routines. This supports children's growing awareness of how to keep themselves healthy and safe.

It is not yet outstanding because:

- The manager does not yet critically evaluate staff's teaching skills enough to develop their practice to an outstanding level.
- Occasionally, teaching during group activities does not always fully engage all children so that they can learn as much as they can from the experience.

What the setting needs to do to improve further

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

- strengthen the system for performance management of staff, ensuring that staff are set clearer targets for improving the quality of their teaching practice
- review the organisation and effectiveness of group activities so that they consistently engage all children and support each child to make more rapid progress in their learning.

Inspection activities

- The inspector observed the quality of teaching during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the pre-school.
- The inspector carried out a joint observation with the deputy manager.
- The inspector took account of the views of children, parents and staff spoken to on the day of inspection.

Inspector

Dawn Barlow

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff understand their responsibilities to safeguard children. Staff know what action to take if they have concerns about a child. The manager regularly monitors the educational programmes, ensuring that children are progressing well across all areas of their learning and development. The manager seeks feedback from parents about the quality of the provision verbally and through a questionnaire. This helps her to set clear targets for the continued development of children's care and learning. Parents speak very highly of the pre-school. Staff develop good relationships with the local school, working closely with the teacher to help prepare children to feel emotionally secure when they move on to school.

Quality of teaching, learning and assessment is good

Qualified staff complete regular observations of children as they play. They know individual children well and effectively plan activities to build on their abilities. Children are motivated, happy and eager to participate in activities. In the role play area, children work well together, play cooperatively and using their imagination. Children show great enthusiasm and use good concentration skills in their creative play as they spend time creating craft models. Staff encourage children to use mathematical language to count during daily play opportunities. For example, as they take part in races children talk about who came first, second and third. Staff have accessed training to support children's communication and language development. This has had a positive impact on children's learning in this area as children are becoming confident communicators.

Personal development, behaviour and welfare are good

Children enjoy being physically active and have regular opportunities for outdoor play. They have good space to develop their physical skills, to balance, walk, climb and run. Staff are caring and responsive, and provide children with additional support when needed. Staff successfully help new children to settle quickly as they have introduced a staggered approach where children start at different points during the month. This has had a positive impact on children's emotional well-being. Children's independence is promoted well as they are encouraged to carry out tasks for themselves. For example, they hang up their coats and enjoy helping with tasks at snack time. Children behave well, take turns and are considerate and tolerant of one another. They are taught to value and respect other cultures as they learn about different festivals.

Outcomes for children are good

Children are confident and motivated to learn. All children, including those in receipt of funding for early education, make good progress from their starting points. Children develop good communication and language skills as staff model language and extend their vocabulary by introducing new words. Children enjoy using a range of props, including puppets, when looking at books. This encourages their enjoyment of books from a young age. Children develop the skills and attitudes needed for the next stage in their learning, including school.

Setting details

Unique reference number	EY257929
Local authority	Nottinghamshire
Inspection number	1064419
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	24
Number of children on roll	37
Name of registered person	Little Acorns Pre-School Group
Registered person unique reference number	RP521341
Date of previous inspection	1 May 2013
Telephone number	07749 047107

Little Acorns Pre-School was registered in 2003. The pre-school opens Monday to Friday term time only. Sessions are from 8.45am to 11.45am, afternoon sessions are 12.30pm to 3.30pm, and lunch club is from 11.45am to 12.30pm. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one holds a qualification at level 5. The pre-school provides funded early education for two-, three- and four-year-old children

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