

Little Acorns Pre-School

The Globe Primary Academy, Community Room, Irene Avenue, Lancing, West Sussex, BN15 9NZ



Inspection date

24 November 2016

Previous inspection date

17 October 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

- Children progress well. Staff observe children's play regularly and use this information to help them assess their learning and development.
- Staff work closely with parents to help provide continuity in children's care. For example, they provide parents with ideas and activities to help them support children's play and learning at home.
- Staff have developed effective links with the school. They help children become familiar with the school environment and teach them a range of skills required to support children's move to school.
- Children are happy, confident and settle quickly. They form good relationships with staff and each other, which helps to support their emotional well-being.
- The manager supports staff to develop their practice, skills and knowledge. For example, staff have opportunities to attend a variety of training courses and they share knowledge with each other.

It is not yet outstanding because:

- Children are not able to fully learn and think about the differences and similarities between themselves and others.
- Staff do not consistently make effective use of their assessments of children's achievements to provide greater challenge for those children who have already met expected levels of development.

What the setting needs to do to improve further

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

- develop further the range of opportunities for children to extend their understanding of the differences and similarities between themselves and others
- build further on children's assessments to provide greater challenge for those children who have already met expected levels of development for their age, to keep them fully engaged.

Inspection activities

- The inspector observed activities inside and outside.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of the suitability and qualifications of staff.
- The inspector took account of parents' views spoken to on the day of the inspection.
- The inspector carried out a joint observation of children's learning and staff practice with the manager.

Inspector

Kerry Lynn

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff are knowledgeable about the signs that indicate a child may be at risk from harm and the procedures to take if they are concerned. They work in partnership with other professionals to help protect children. The manager monitors and supports staff to help them develop professionally. For example, she notices their strengths and deploys them to make the best use of their skills to benefit children. The manager seeks out the views of parents, staff and children to help her evaluate and reflect on their strengths and weaknesses. She uses their views and ideas to help her make changes which benefit the children. For example, parents requested that the daily welcome session was brought back after the morning routine was changed. Children now merrily join in with a daily welcome session.

Quality of teaching, learning and assessment is good

Staff effectively help children to develop their ideas and thoughts during play. For example, they use well-worded questions to encourage children to think about and extend their ideas. The manager has acted on previous recommendations, for example children now have greater opportunities to undertake physical challenges. For example, children carefully coordinate their hand and leg movements to climb up circular climbing frames and proudly announce to staff when they reach the top. Staff support children well in their language development. For example, they use and model language effectively to help children develop the range of their vocabularies when playing.

Personal development, behaviour and welfare are good

Children form strong relationships with staff who provide support to help them settle. They make friends easily and they enjoy playing together. This helps to develop good social skills. For example, children negotiate roles and talk about the houses they are building with the bricks. Children behave well. Staff are good role models which helps children to learn to share, take turns and consider each other's feelings. Children are confident in the routines of the setting. For example, they put their names on a board when they come in or wash up their plates after snack time.

Outcomes for children are good

Children enjoy stories and talk about the characters and what happens. They know how to handle books and develop good early reading skills. Children gain a range of skills, which helps to support their physical development. For example, they know how to hold mark-making tools and use garden equipment such as spades to dig. Children freely use mathematical language in their play, for example they count and identify when objects are bigger or smaller. Children are ready for the next stage in their learning and the eventual move to school.

Setting details

Unique reference number	EY385887
Local authority	West Sussex
Inspection number	1062239
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	21
Name of registered person	Patricia Rose Hughes
Registered person unique reference number	RP512033
Date of previous inspection	17 October 2013
Telephone number	07770884860

Little Acorns Pre-School registered in 2008. It operates from the community room in The Globe Primary School, in Lancing, West Sussex. The pre-school opens five days a week during school term times, from 9am to midday every weekday. The pre-school receives funding to provide free early education for children aged two, three and four years old. The pre-school employs six members of staff, four of whom hold appropriate early years qualifications.

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