

# Acacia Playgroup Association (Acacia Pre- school)



Malden Wanderers Clubhouse, Cambridge Avenue, New Malden, Surrey, KT3 4LE

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 6 February 2017 |
| Previous inspection date | 19 March 2013   |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | 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 a welcoming and well-resourced environment where children make choices in their play. They confidently use a wide range of interesting resources.
- Staff use well-considered assessment to plan interesting and challenging opportunities. They track children's progress and identify any gaps in their development, quickly putting plans in place to meet the children's needs. All children make good progress in their learning and development.
- The manager has a clear vision for the pre-school and evaluates practice routinely. She uses feedback from parents, staff and children to identify and develop areas for improvement.
- Staff support children's communication well. For example, they describe what children are doing and ask questions to extend their learning and thinking skills.
- Children are well prepared for school. The manager and staff communicate well with staff at schools children move on to, sharing useful information.

### It is not yet outstanding because:

- On occasion, during large-group activities, younger children become distracted and lose concentration.
- Staff do not always support parents to understand how to continue their child's learning at home.

## What the setting needs to do to improve further

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

- review daily routines to reflect more precisely the needs of younger children, in particular during large-group activities, to develop their learning experience even further
- develop more opportunities to share information with parents to support them to extend their children's learning at home.

### Inspection activities

- The inspector spoke to the manager and other staff at appropriate times throughout the inspection.
- The inspector engaged with the children at appropriate times during the inspection.
- The inspector observed children's indoor and outdoor play, as well as their snack, lunch and hygiene routines.
- The inspector engaged in a joint observation with the manager.
- The inspector viewed various documents, including risk assessments, the self-evaluation form, and a range of policies and procedures.

### Inspector

Becky Phillips

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a good understanding of how to keep children safe and what to do should they have a concern about a child's well-being. Rigorous recruitment and vetting procedures help to make sure staff are suitable for their roles and responsibilities. Staff are effectively supported and undertake regular training to build on their knowledge and skills. For instance, recent training has helped staff to develop their observation, planning and assessment system. This has supported staff to provide challenging experiences based on children's interests and next steps. Overall, staff work closely with parents and there are effective strategies in place to keep them up to date about their children's progress. Parents are warmly welcomed and have plenty of opportunities to get involved with their children's learning at pre-school.

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

Staff gather information from parents to assess what their children know and can do. They use this information and ongoing observations to establish children's starting points in their learning and to plan for what they need to learn next. Staff encourage children to explore and investigate their surroundings. For example, children enthusiastically play with shaving foam, using a range of tools and utensils, pretending to make cakes. Staff pay good attention to supporting children's understanding of mathematics. For example, children weigh out, measure and count toys as they pretend to run a sweet shop.

### Personal development, behaviour and welfare are good

Children are motivated and keen to come into the nursery. Staff are friendly and approachable and children settle happily and demonstrate that they feel safe and secure. Children are well behaved, kind and considerate. Staff support children's good behaviour through positive role modelling and talking to children about good play routines. For example, children confidently explain their golden rules, and share and take turns with resources. They learn to value and respect the needs of their friends. Staff support children's independence skills well. For example, children happily serve their own snacks and thoroughly enjoy being the special helper of the day. Activities such as these boost children's confidence and build their self-esteem.

### Outcomes for children are good

Children make good progress and develop the skills that they need for the next stage of their learning. They are keen to learn, develop good thinking skills and concentrate well on activities that interest them. Children develop good literacy skills. For example, they use a range of tools to make their own cards and confidently write their own names in them. Children learn about some physical self-care skills, such as putting on their coats to play outside and attending to their own personal needs confidently.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 131800  |
| <b>Local authority</b>                           | Kingston upon Thames  |
| <b>Inspection number</b>                         | 1061359   |
| <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>                    | 50  |
| <b>Number of children on roll</b>                | 54  |
| <b>Name of registered person</b>                 | Acacia Playgroup Association Committee  |
| <b>Registered person unique reference number</b> | RP527570  |
| <b>Date of previous inspection</b>               | 19 March 2013   |
| <b>Telephone number</b>                          | 07816 940 560   |

Acacia Pre-School opened in 1955 and is based in New Malden, Surrey. The pre-school opens each weekday from 9.15am to 12.15pm, during term time only. There are 14 members of staff who work with the children. Of these, one holds early years professional status, two hold qualified teacher status and six are qualified at level 3. The pre-school receives funding to provide free early education for children aged two, three and four years.

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