

Little Acorns Pre School

17, Brigg Road, Broughton. North Lincolnshire. DN20 0JW



Inspection date

6 February 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager is passionate about providing an outstanding level of support for children and families. She is highly reflective and seeks information from parents, staff, children and the schools that children move on to. This helps her to continually improve the quality of provision.
- Children's emotional well-being is highly prioritised. Children form strong attachments to their key person, who also provides valuable support to parents.
- The manager tracks the progress of individuals and groups of children very closely. She uses this information astutely to identify where changes can be made that help maintain children's high levels of achievement. For example, recent changes to the way mathematics resources are presented indoors and outdoors has resulted in children's increased interest in mathematical learning.
- Partnerships with parents are extremely strong. Staff make every effort to engage parents with their children's learning in the pre-school and at home. This contributes to the outstanding progress children make in their learning and development.
- The manager and staff make early intervention a high priority. They quickly identify when children need additional support and swiftly put in place highly effective strategies to support children's learning.
- Children help staff to grow vegetables in the pre-school garden and learn about how food is grown. Staff encourage children to talk about their favourite foods and incorporate these into menus. Children have a very good understanding of what constitutes a healthy diet.

What the setting needs to do to improve further

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

- review any changes to methods used for teaching children behaviour rules, including the impact on children's progress in this aspect of 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of the leadership and management is outstanding

Leadership is inspirational. There is a clear vision to work in partnership with parents and other professionals to provide the best opportunities and support for children's learning and development. The manager, committee members and staff share a vision to continually evolve the pre-school and provide a highly stimulating environment where children thrive. Arrangements for safeguarding are effective. Protecting children from harm is at the heart of practice throughout the pre-school. Staff take a proactive approach to getting to know children and families well, in order to keep children safe. The manager has excellent strategies in place to support her staff in their roles. She provides them with supervision meetings to discuss training opportunities and help maintain excellent standards of teaching. Staff reflect very well on their own practice and continually make changes to benefit the children in their care.

Quality of teaching, learning and assessment is outstanding

Staff are enthusiastic and have high expectations of themselves and children. Observations and assessments are precise and accurately identify what children need to learn next. Staff know the children extremely well and skilfully tailor the experiences they provide to reflect children's individual interests and stages of development. For example, staff use simple, clear language that younger children copy. They talk about the objects children play with and follow their lead. Staff's interactions with children are consistently well considered and of an exceptional standard. They encourage children to explore ideas, question them and give them the explanations and encouragement they need to succeed. Additional funding is used very effectively to help children make rapid progress in developing their physical skills.

Personal development, behaviour and welfare are outstanding

Staff set children challenges, enabling them to understand how to keep themselves safe. For example, staff ask children if they would like to be, 'spy kids', meaning they are responsible for identifying risks in the outdoor area. Children's safety and their welfare are further promoted when staff demonstrate how to use a 'zebra crossing' safely in the garden. Children take it in turns to wear reflective jackets and hold safety signs to direct other children across. Children manage conflict for themselves. However, to help children develop their social skills further, staff have recently introduced discussions about the rules and boundaries of the pre-school during group times. The manager recognises the importance of evaluating the impact of these new teaching strategies, to help make sure children's excellent progress is maintained. Outdoor play areas are exciting and rich with learning experiences. Children flourish as they play hide and seek.

Outcomes for children are outstanding

All children make excellent progress from their starting points. In particular, two-year-old children in receipt of funding make rapid strides in their learning and development. Children are confident and develop a sense of responsibility and independence in this extremely well-equipped and accessible environment. They take on tasks with high enthusiasm and are extremely well prepared for school when the time comes.

Setting details

Unique reference number	EY491058
Local authority	North Lincolnshire
Inspection number	1025337
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	80
Number of children on roll	65
Name of registered person	Little Acorns (Broughton Village) Committee
Registered person unique reference number	RP902584
Date of previous inspection	Not applicable
Telephone number	01652655128

Little Acorns Pre school was registered in 2015. The pre-school employs 12 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, two at level 4, two at level 5 and one at level 6. The pre-school opens from Monday to Friday during term time. Sessions are from 9.15am until 3.15pm. A holiday club is available during the school holidays on a Tuesday and Wednesday depending on demand. The pre-school provides funded early education for two-, three- and four-year-old children.

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