

Acorns Pre-School

The Old Police House, Little Market Place, Masham, North Yorkshire, HG4 4DY



Inspection date

13 February 2017

Previous inspection date

5 September 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has not ensured that all suitability checks for committee members have been completed and that all required information has been sent to Ofsted in a timely manner.
- Although staff have a positive attitude to training, staff are not always trained and kept up to date with changes in legislation and current issues arising in childcare.
- Children are not always supported fully to understand that their negative behaviour affects others. In addition, periods of transition during the daily routine are not always managed effectively to support children's behaviour.

It has the following strengths

- Children are confident and motivated to learn. They engage in a wide range of activities both indoors and outdoors. They choose resources with confidence and are active learners. Staff closely monitor children's learning and development. All children are making good progress.
- Staff work very closely with other professionals including teachers from the local schools. Children are fully supported with their move to school. Information is shared with parents and teachers visit children in the setting. Furthermore, children write letters to their new teachers asking questions that are important to them.
- Staff have created a highly stimulating environment outdoors. Children are enthusiastic about exploring the natural environment and challenging their physical capabilities.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ implement an effective system for checking the suitability of members of the committee and supplying the required information to Ofsted in a timely manner	27/02/2017
■ train staff and ensure they have a clear understanding of their roles and responsibilities with specific regard to changing legislation and current issues in early years.	27/02/2017

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

- support children to understand that their behaviour has an impact on others
- review the daily routine and reduce periods that cause children frustration and conflict.

Inspection activities

- The inspector observed the quality of teaching during activities 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 setting manager.
- The inspector held a meeting with the setting manager, staff, committee chair and committee members. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Laura Hoyland

Inspection findings

Effectiveness of the leadership and management requires improvement

Staff understand the signs and symptoms of abuse. They know where to access the setting's policies and where important telephone numbers are to seek professional advice and guidance if needed. New staff are safely recruited and are all subject to a rigorous selection process. Arrangements for safeguarding are effective. The committee work closely with the staff at the setting. There are regular committee meetings and sharing of information. However, when new committee members join the committee, they do not always complete the required documentation to enable Ofsted to check their suitability. Although this is a breach of requirements the impact on children is minimal. This is because committee members are not left unsupervised with children. Staff have regular supervision meetings with the manager and have clear targets to work towards in order to improve their teaching. The manager also has a clear vision for the setting to drive continuous improvement. Staff enjoy attending training courses and developing their knowledge. However, the management team does not promptly train staff when there are changes to legislation or new issues arising in childcare that staff should be aware of.

Quality of teaching, learning and assessment is good

Staff are experienced and teach children well. They plan interesting activities that support children to learn new skills. Children are developing an understanding that words have meaning. They find their names when they arrive and register themselves present. Children count in sequence and thread laces through cotton reels developing their small-muscles skills ready for writing and their early mathematical skills. Staff sing with children, read stories and engage in conversations to promote children's communication. Staff continually observe children's play and assess their learning. They share their findings with parents and offer ideas to complement children's learning at home.

Personal development, behaviour and welfare require improvement

Due to weaknesses in leadership and management, the promotion of children's welfare requires improvement. In addition, children's behaviour is not always effectively promoted. For example, children's behaviour deteriorates when they are left waiting for long periods of time when waiting to go outside to play. Nevertheless, children are happy and settled. Staff know their care needs and adhere to these well. Children arrive full of enthusiasm and are ready to learn. Parents praise the relationships children have with staff. Furthermore, children are learning how to stay safe. They learn how to negotiate steps outside, how to cross the road safely and use tools with confidence outside in the woodland area.

Outcomes for children are good

Children are prepared well for school. They are active learners who enjoy being busy and leading their own play. They listen to instructions and sit patiently for short periods of time. Children are starting to manage their own hygiene needs and are developing independence skills. Older children role model how to complete tasks to younger children and kindly help them to put on their shoes. Children are taking on small responsibilities, such as cutting fruit at snacktime.

Setting details

Unique reference number	EY266330
Local authority	North Yorkshire
Inspection number	1060918
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	20
Number of children on roll	35
Name of registered person	Acorns Childcare Committee
Registered person unique reference number	RP521549
Date of previous inspection	5 September 2013
Telephone number	01765 680203

Acorns Pre-School was registered in 2002. The setting employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday, term time only. Sessions are from 7.30am until 5.30pm. There is a holiday club that runs Monday, Tuesday and Wednesday, 9am until 3.30pm. The setting provides funded early education for two-, three- and four-year-old children.

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.

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