

Inspection dates

Previous inspection date

10 March 2017 - 9 March 2017

Not applicable

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| | Previous inspection: | Not applicable | |
| Effectiveness of the leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Requires improvement | 3 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

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

- The manager and staff have not received enough support to make improvements in a timely manner. As a result, the quality of teaching is inconsistent.
- Staff give too much priority to routine daily activities. As a result, children are unnecessarily interrupted from purposeful play and learning.

It has the following strengths

- The manager makes good use of nature and the outdoor learning environment in her planning to provide new and exciting experiences that encourage children's curiosity and stimulate their imaginations.
- Children are self-confident because staff provide good support for their emotional well-being within a homely and nurturing environment. Children form firm attachments to staff. They are clearly happy to be at the pre-school.
- The newly appointed manager is highly motivated to improve outcomes for children. She has taken some steps to identify areas of weakness and to raise the quality of the provision. For example, she has made good links with the school children move on to, in order to help make sure the move from pre-school to school is a positive experience for children.

What the setting needs to do to improve further

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

Due Date

- give the manager and staff the support, coaching and training they need to deliver consistently good teaching, in order to ensure they offer quality learning and development opportunities that support children's good progress. 10/04/2017

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

- review the organisation of daily routines to give children the time they need to become fully absorbed in purposeful play and learning.

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 completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and provider. She looked at relevant documentation, such as the pre-school's improvement plans, self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector held discussions with the staff and children at appropriate times throughout the inspection.
- The inspector discussed with staff how they monitor and assess children's learning and development.

Inspector

Carly Polak

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider does not do enough to support the manager and staff in their roles. Although the new manager is well qualified and is a good teacher, she has not been given the support she needs to quickly improve the overall quality of teaching. As a result, the quality of teaching is variable. That said, the manager is enthusiastic and has a strong commitment to improve the pre-school. She monitors children's progress well to identify where there are gaps in individual or groups of children's learning. Arrangements for safeguarding are effective. Recruitment and induction procedures are clear and vetting procedures for staff are thorough. Staff know how to recognise if a child is at risk and are aware of the procedures to follow to keep them safe from harm.

Quality of teaching, learning and assessment requires improvement

Despite staff being well qualified, the quality of teaching is variable. As a result, children do not consistently receive the support they need to continually make good progress in all aspects of their learning. However, the manager is a good role model to other staff. She has implemented a new planning system that identifies children's strengths and capabilities and recognises their interests. The manager and staff use the school's outdoor environment to extend children's learning and provide opportunities for them to learn to manage small risks for themselves.

Personal development, behaviour and welfare require improvement

Children are not making consistently good progress in developing their personal and social skills because of the inconsistencies in teaching. The lack of consideration given to the organisation of some routine activities, such as snack time, means that children are often interrupted from their play and do not have enough time to become fully involved in their learning. Nevertheless, snack time is a social occasion when staff talk to the children about the healthy fruit they are eating. Staff build good relationships with children and their families from the start. Children are given opportunities to develop their independence as they choose where they want to play and take responsibility for their environment. For example, they help to tidy away and keep their environment safe. The outdoor environment is a rich and stimulating place for children to use their imaginations and test out their physical skills.

Outcomes for children require improvement

Children are not making consistently good progress from their starting points. Nevertheless, they are steadily developing the basic skills needed to support them to be ready for school. They are confident communicators and have formed good friendships with each other. They play alongside their friends with ease and confidence, and are starting to share and take turns. They are developing some mathematical skills as they play. For example, they talk about the different sizes of the toy dinosaurs and count how many they have.

Setting details

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| Unique reference number | EY488741 |
| Local authority | Lincolnshire |
| Inspection number | 1013015 |
| Type of provision | Sessional 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 | 18 |
| Number of children on roll | 10 |
| Name of registered person | Pauline Morgan |
| Registered person unique reference number | RP516335 |
| Date of previous inspection | Not applicable |
| Telephone number | 01400 273278 |

Little Acorns was registered in 2015. The pre-school employs three members of childcare staff, two of whom are qualified at level 3 or above. The setting opens from Monday to Friday during term time. Sessions are from 9am to 3.30pm. The pre-school also offers wrap-around care with a breakfast and out-of-school club during term time. Sessions are from 8am to 8.45am and from 3.30pm to 6pm. During the school holidays, the pre-school offers full daycare from 8am to 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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