

# Wenhaston Acorns Pre-School



Wenhaston Primary School, Hall Road, Wenhaston, HALESWORTH, Suffolk, IP19 9EP

## Inspection date

15 May 2017

Previous inspection date

13 June 2016

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
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

- Positive measures have been taken to address the actions set at the last inspection in order to ensure that the legal requirements are met. For example, management has revised how any medication administered to children is recorded to ensure that parents sign to acknowledge the entry.
- The pre-school manager monitors the learning and development requirements to ensure that children are making good progress from their starting points. Gaps in children's learning are effectively identified and addressed.
- Staff know the children well. They talk confidently about where children are in their learning and what they need to do to support their continuing progress.
- Children are happy and settled in this welcoming pre-school. They build strong emotional attachments to the staff. Staff are caring towards the children.

### It is not yet outstanding because:

- Children do not always receive an equal level of interaction with staff. Staff are sometimes distracted by older or more confident children, meaning that some children are not as involved as they could be.
- Staff do not fully support active learning for those children who prefer to play and learn outdoors. Their access to outdoor play is sometimes unnecessarily restricted.
- Staff do not provide enough opportunities for children to pursue their interest in books and practise their early reading skills.

## What the setting needs to do to improve further

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

- ensure that all children receive an equal level of adult attention and encouragement
- make good use of the outdoor area to support active learning for those children who prefer to learn in the outdoor environment
- build on the opportunities children have to develop their interest in books and practise their early reading skills.

### 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 at appropriate times throughout the inspection and held a meeting with the pre-school manager/provider.
- The inspector completed a joint observation with the pre-school manager/provider and looked at activity planning and records of children's learning.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school. She also looked at a selection of policies and self-evaluation records.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Jacqueline Mason

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and staff demonstrate a strong commitment towards continuous improvement. They are enthusiastic and motivated to provide high-quality care and learning experiences for children. Staff have opportunities for supervision and to continue their professional development. They implement what they have learnt from training to promote positive outcomes for children. An action plan for improvement is in place that is achievable. Partnerships with parents are friendly and trusting. They appreciate that staff are friendly and caring. They particularly value that they feel their children are safe. Safeguarding is effective. Staff fully understand their responsibilities to protect children's emotional and physical well-being.

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

Staff are confident to carry through their findings from their observations of children into their planning. Children benefit from interesting resources that promote their continuing progress towards the early learning goals. They enjoy opportunities to play outdoors. Staff use the school field to support children in their physical development. Children enjoy opportunities to run and climb. Staff spend the majority of their time working directly with the children and are actively engaged in their play. They engage children in conversation and promote their thinking skills, giving them time to think and express their own responses. Staff extend activities well, responding to children's interests. For example, an activity using tweezers to pick up small pompoms is extended to become a craft activity using glue and other collage materials.

### Personal development, behaviour and welfare are good

Children behave well and respond positively to the high expectations of staff. Consistent ground rules are used effectively to help children understand what is expected of them. For example, they are reminded to use 'walking legs' indoors. Good behaviour and individual efforts are given meaningful praise, promoting children's self-esteem. Children develop a good sense of belonging and readily follow the established routines of the pre-school. Older children enjoy sitting together at the beginning of the session to greet each other and sing songs. They talk confidently in large group situations.

### Outcomes for children are good

Children develop the key skills needed for school. They are enthusiastic and motivated to play and learn. Children readily select from the activities provided for them and lead their own play. They are also confident to self-select resources from the clearly labelled drawers and storage boxes. Children are beginning to recognise their written name and attempt to write recognisable letters. They are encouraged to count both in play and routine situations, such as counting the number of plates they need for snack time.

## Setting details

<b>Unique reference number</b>	EY346837
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1054333
<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 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Wenhaston Acorns Pre-School Committee
<b>Registered person unique reference number</b>	RP526742
<b>Date of previous inspection</b>	13 June 2016
<b>Telephone number</b>	07825002641

Wenhaston Acorns Pre-School registered in 2007. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or level 4. The pre-school opens from Monday to Friday during term time. Sessions are on Monday, Tuesday and Friday from 8.40am until 3pm, and on Wednesday and Thursday from 8.40am until midday. The pre-school provides funded early education for two-, three- and four-year-old children.

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