

Acorns Pre-School

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



Inspection date	26 September 2017
Previous inspection date	13 February 2017

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The manager demonstrates a keen, very positive attitude to improving the quality of the pre-school. Action has been taken since the previous inspection and further developments are planned to support children's achievements.
- Children make good progress in their learning. Staff are extremely responsive and have a secure understanding of how children learn and develop. Good teaching encourages children to think critically, solve problems and persevere.
- The well-qualified staff provide children with activities that focus on helping them to develop their communication, language and social skills. These include using props, toys and resources to help support children's understanding.
- Children are very confident to explore their surroundings and arrive happy. They form strong attachments to staff. Children have good levels of confidence and self-esteem.
- The managers and staff review their practice effectively. For example, they routinely observe each other teach children. They share constructive feedback to support improvement plans.

It is not yet outstanding because:

- The new systems to compare and analyse the progress made by individual and different groups of children are not yet fully embedded.
- Information staff gain from parents when children first start is not detailed enough to clearly establish their starting points and measure their progress from the outset.

What the setting needs to do to improve further

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

- embed the new systems to evaluate the progress made by individual and different groups of children to further enhance their already good learning and development
- strengthen the information gathered from parents about children's current levels of development when they first start to attend, to establish their starting points more clearly and promote rapid progress from the outset.

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 and completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and nominated person.
- The inspector looked at relevant documentation and evidence of the suitability of the committee members and staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Shirley Maynard

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff all have a very good understanding of the safeguarding procedures to follow to help protect children's safety and welfare. Additional checks have now been put into place to ensure that all statutory requirements are met. The manager monitors the staff's observations and assessments of children's progress. Staff work very closely with the local school to enable children to achieve a successful move there. They effectively work with other professionals involved in children's care to ensure continuity and to further help children who require additional support. Parents' comments shared during inspection highlight extremely high levels of satisfaction with the quality of their children's care and learning.

Quality of teaching, learning and assessment is good

Teaching is good and on occasion, outstanding. Staff model play and their excellent enthusiasm makes learning highly enjoyable for all children. Staff use precise observations and assessments to identify what children need to learn next. Children learn how to use their imaginations. For example, they have fun using scoops, spoons and bowls to transfer water and mud in the mud kitchen. Early literacy is promoted well. Children listen well at group times and learn to communicate their needs successfully. They show an interest in books and practise their early writing skills as they write for different purposes. Staff share information with parents about their children's learning in the pre-school and ways they can continue to support their progress at home.

Personal development, behaviour and welfare are good

Children learn the importance of living a healthy lifestyle. They develop good hygiene practices, such as handwashing. Staff teach them how to tidy away their resources and do things for themselves, such as making sandwiches at snack time. All children have daily opportunities to develop their physical skills as they balance, throw and catch. Staff have good relationships with children, praise their achievements and encourage their efforts. Staff provide gentle, age-appropriate reminders to help children develop an understanding of simple rules and boundaries. Children's behaviour is very good.

Outcomes for children are good

All children make good progress across the areas of learning, including those who receive funded education. They demonstrate sustained levels of interest in what is provided. Older children develop very good early mathematical skills. They can sort and group objects, count securely and know different shape names. Children communicate very effectively with each other, sharing their thoughts and ideas. This good progress helps to ensure that children are extremely well prepared for the next stage in their learning, such as starting school.

Setting details

Unique reference number	EY266330
Local authority	North Yorkshire
Inspection number	1085297
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 - 8
Total number of places	20
Number of children on roll	36
Name of registered person	Acorns Childcare Committee
Registered person unique reference number	RP521549
Date of previous inspection	13 February 2017
Telephone number	01765 680203

Acorns Pre-School registered in 2002. The setting employs seven members of childcare staff. Of these, five 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, from 9am until 3.30pm. The setting provides funded early education for two-, three- and four-year-old children.

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