

Acorns Pre-School

Scout Hall, Waterson Road, Chadwell St Mary, Grays, Essex, RM16 4NX



Inspection date	26 September 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Children are happy and settled in this warm and welcoming pre-school. Staff are very caring towards the children. They build strong emotional attachments to the staff.
- Partnerships with parents and carers are a key strength. Staff demonstrate that they value them as partners and place high priority on working closely with all parents. Successful links with the local schools and other agencies support children to be confident and make consistent progress in their learning.
- Older and younger children engage in play and learn alongside each other. Staff take account of children's different ages and abilities when they plan activities. They adapt each activity effectively to enable all children to enjoy good-quality opportunities to learn.
- Staff know the children very well. They talk confidently about where children are in their learning and what they need to do to support their continuing progress.
- Staff work effectively as a team indoors and outside, ensuring children's safety and supporting them in their play and learning.

It is not yet outstanding because:

- Systems for monitoring the progress that different groups of children make have not been fully implemented.
- The outdoor environment is not always fully used to build on the learning experiences for those children who prefer to play and learn outdoors.

What the setting needs to do to improve further

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

- build on the current tracking of children's progress to provide an even sharper focus on how well different groups of children are achieving and checking that all groups receive the support they need to help them achieve at the highest possible levels
- make better use of the outdoor environment to support the continuing good progress of children who prefer to play and learn outside.

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 to staff and children at appropriate times 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, such as the safeguarding policy and evidence of the suitability of staff working in the pre-school. She discussed the pre-school's self-evaluation.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Clair Stockings

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have a secure knowledge of how to keep children safe and the process to follow should they need to report any child protection concerns. They promote children's safety successfully. The pre-school is well maintained and risk assessments are in place. Ongoing training and staff development are valued. Regular supervisions and team meetings are used well to enhance staff interactions with children. The manager and her committed staff team demonstrate an ability to reflect on the pre-school and identify areas for improvement. The views of the parents are regularly sought and feedback provided is taken into account when developing the provision. Parents speak highly of the staff team, describing them as friendly, caring and very approachable.

Quality of teaching, learning and assessment is good

Attentive staff engage in meaningful conversations with children, extending their vocabulary and supporting correct pronunciation. Staff and children take pleasure as they engage in make-believe play, sharing their imagination and listening well to each other's ideas. Older children speak confidently in large-group situations. Staff make accurate assessments of children's learning as they play. They share their progress with parents and include them in their children's learning. Children are motivated, eager to learn and fully engaged, demonstrating high levels of perseverance and concentration. For example, children show control and good coordination as they spread glue across paper and stick a range of autumnal leaves to create their own individual design.

Personal development, behaviour and welfare are good

Children, parents and carers receive a warm welcome when they arrive at the pre-school. Staff are very good role models and behaviour across the pre-school is good. Staff use consistent ground rules effectively to help children understand what is expected of them. They give children meaningful praise for good behaviour and individual efforts, which helps to build children's self-esteem. Children develop a good sense of belonging and readily follow the established routines. They are supported well to understand the importance of good personal hygiene and learn about healthy food choices. Staff provide children with a wide range of nutritious snacks. Children are developing high levels of independence and even younger children understand the routine for clearing away their plates after snack.

Outcomes for children are good

All children, including those for whom the pre-school receives additional funding, make good progress from their starting points. Children of all ages are enthusiastic and motivated learners and spend sustained periods of time engaged in their play. They readily select from the activities provided for them and lead their own play. They receive encouragement to count, both in play and routine situations, such as counting the number of chairs needed for the children present. Children are developing the key skills needed in readiness for school.

Setting details

Unique reference number	EY492207
Local authority	Thurrock
Inspection number	1022553
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	32
Name of registered person	Julie Elizabeth Storr
Registered person unique reference number	RP515553
Date of previous inspection	Not applicable
Telephone number	07952515773

Acorns Pre-School registered in 2015. The pre-school opens from Monday to Friday, 9am until 3.30pm during term time only. The pre-school employs six members of childcare staff, of whom five hold early years qualifications at level 3 or above.

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