

# Little Acorns

Leadenham C Of E Aided Primary School, Main Road, Lincoln, LN5 0QB



<b>Inspection date</b>	9 November 2017
Previous inspection date	10 March 2017

	<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

- Since the last inspection, the manager and staff have improved their teaching skills and now provide children with consistently strong teaching.
- Staff have extended their professional development through, for example, attending training courses. This helps them to support children's early speaking skills well. Staff use mirrors to help children to see how their mouth moves to make different sounds.
- Children settle quickly and are keen to join staff in the activities that are provided. They demonstrate a close attachment with their key person who supports their emotional well-being well. Parents say that their children regularly talk about their key person at home.
- The manager works well with other professionals and agencies to support children's safety and individual needs.
- Staff ask children a very good range of open-ended questions. This helps children to solve problems in their play and to extend their vocabulary.

### It is not yet outstanding because:

- Although the manager has developed a positive relationship with the host school, she has not developed partnership working with other schools that children attend to provide consistency in the support they receive.
- Staff do not collect enough information from parents or previous providers about children's learning when they first start attending.

## What the setting needs to do to improve further

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

- strengthen partnership working with all schools to secure consistent support for children
- gather more detailed information from parents and previous providers about what children know and can do when they first start.

### 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 children and staff during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held discussions with the pre-school manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager has measures in place to ensure staff's knowledge of child protection is up to date. Staff complete opening and closing checks to help maintain a safe environment. The manager and staff promote the safe use of mobile phones. This helps to keep children safe. Staff work well with parents and share information daily about children's care routines and what they have enjoyed. Parents are provided with opportunities to speak to their child's key person to discuss their child's levels of learning. This helps parents to have an understanding of their child's stage of development and how to continue to support their learning at home. Staff are supported well by the manager who provides them with supervisory meetings to discuss their teaching skills and individual children's needs. The manager and staff continually evaluate the service they provide for children. Recent changes to the planning of activities has enabled children to have more opportunities to follow their interests.

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

The manager and staff know the children very well. Through observations and assessments, they closely monitor children's learning and quickly identify how to maintain children's good progress. Staff provide opportunities for children to learn about technology. Children listen to instructions on an electronic device and wiggle their shoulders and bottoms. Staff talk to them afterwards about the rate of their heart beat. This helps children to understand the effects of physical activity on their body. Staff encourage children to develop a love of stories and books. They take children into a woodland to find characters from the story. Children recall from memory and join in telling the story, demonstrating good literacy skills. They learn key skills in preparation for their move on to school.

### Personal development, behaviour and welfare are good

Children show a great sense of confidence and achievement when they show staff and visitors how they can hop on one leg. Staff provide children with opportunities to manage risks in their play. Children use tools to hammer golf tees into a pumpkin. Staff give children lots of praise for their achievements, helping to raise their self-esteem. Children behave well and know what is expected of them. Staff help children to stay on task when tidying away toys. They ask them to find two things on the floor to put away. Children demonstrate an awareness of the routine of the day and learn to care for the environment.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress in learning. Children independently access the good range of toys and resources indoors and outdoors. They enjoy sharing their learning experiences with staff and other children, helping to develop their social skills. Children learn about their own and others' cultures. They dance to music from India and use dough to make candle holders. Children recognise a German flag and sing a welcome song using German and English words.

## Setting details

<b>Unique reference number</b>	EY488741
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	1096794
<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 - 10
<b>Total number of places</b>	20
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Pauline Morgan
<b>Registered person unique reference number</b>	RP516335
<b>Date of previous inspection</b>	10 March 2017
<b>Telephone number</b>	01400 273278

Little Acorns registered in 2015. The pre-school employs four members of childcare staff. Of these, one holds an early years qualification at level 5 and one at level 6. The pre-school opens from Monday to Friday during term time. Sessions are from 8am until 6pm. The pre-school also offers an out-of-school club during term time. Sessions are from 3.30pm until 6pm. During the school holidays, the pre-school offers full day care from 8am until 6pm. The pre-school 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

