

Little Acorns Pre-school

Purford Green Primary, Purford Green, Harlow, Essex, CM18 6HP



Inspection date

21 November 2017

Previous inspection date

12 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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, including those who speak English as an additional language are supported very well to learn how to effectively communicate. Older children eagerly take part in a wide range of interesting conversations with their peers. Staff provide a running commentary about what children are doing as they play. This help them to learn new words in context.
- Children are encouraged to be independent. They are enable to make plenty of choices about their learning from a wide range of stimulating toys and activities. Children confidently go to the toilet by themselves and put on their coat before going outdoors.
- The provider has developed partnerships with other professionals. This helps to promote children's ongoing progress and effectively supports their emotional well-being.
- Children build strong bonds with staff. They are keen to share learning experiences and enjoy a cuddle, and support when needed.

It is not yet outstanding because:

- The provider does not consistently focus on how to support staff's ongoing professional development to enhance the quality of teaching to the highest level.
- Staff do not make the best possible use of the initial information they gather from parents to fully support children's precise learning needs from a very early stage.

What the setting needs to do to improve further

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

- extend the use of more targeted professional development opportunities to strengthen staff's existing knowledge and teaching skills even further
- utilise the initial information obtained from parents in order to plan even more precisely for children's continued progress from a very early stage.

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.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents and other providers of childcare during the inspection and took account of their views through the feedback provided.

Inspector

Ann Cozzi

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The provider and her dedicated staff team have a clear understanding of their roles and responsibilities. They know how to recognise signs and symptoms of abuse, follow the whistleblowing procedure and report any concerns they may have. Parents are provided with a wide range of information. They know how their children are progressing and what they can do to support their learning at home. Notice boards provide parents with a range of relevant information, such as how to safeguard children. The robust recruitment procedure ensures that all relevant suitability checks are completed. Risk assessments of the pre-school environment are carried out. There is a secure entry system, which ensures that staff are alerted to the arrival of visitors. Children are not able to leave the pre-school unnoticed. The provider considers the views of staff, parents and children as part of regular self-evaluation. She uses feedback to help her to make decisions about future improvements.

Quality of teaching, learning and assessment is good

Staff regularly observe and assess children's progress. Children take part in imaginary play opportunities. They work together as they pretend to be builders. One child turns the handle of a toy cement mixer while another uses a spade to skilfully scoop up sand and stones. Children are encouraged by staff to notice the world around them. They look at pictures of birds and successfully identify what colour they are. Children draw circles and lines to create a picture. They show curiosity as they explore and investigate binoculars. Children discover that when they look through binoculars, everything looks bigger. Children enjoy take part in physical play opportunities, for example, as they learn how to carefully roll and balance a tyre across the outdoor play area.

Personal development, behaviour and welfare are good

Children are well behaved. Staff act as good role models, successfully encouraging them to be polite to others. Children learn how to take turns and share through regular routines and activities. Older children are encouraged by staff to work out disputes with their peers. Children's health and well-being are supported well. They are encouraged to follow good hygiene routines. Children are provided with a balanced range of snacks and enjoy plenty of time spent outdoors in the fresh air. Children learn how to keep themselves safe. They respond positively to a member of staff when she explains that if they flick the sand it might hurt their eyes. All children are encouraged to serve their own food and pour drinks at snack time.

Outcomes for children are good

Children are effectively challenged and constantly show good levels of perseverance. They develop physical skills, such as coordination as they use large play equipment outdoors. All children make good progress in readiness for the move on to school.

Setting details

Unique reference number	EY296220
Local authority	Essex
Inspection number	1104271
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	24
Number of children on roll	31
Name of registered person	Linda White
Registered person unique reference number	RP513744
Date of previous inspection	12 September 2014
Telephone number	01279 428396

Little Acorns Pre-school registered in 2011. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one at level 5. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am to 12pm and 12.15pm to 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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