

# Little Acorns Pre-School

The Community Room, Stukeley Meadows Primary School, Wertheim Way, Stukeley Meadows, Huntingdon, Cambridgeshire, PE29 6UH



## Inspection date

Previous inspection date

6 March 2018

18 June 2015

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

- The pre-school is well managed by a knowledgeable management team and committee. Recent changes to the committee have been handled quickly and appropriately.
- Staff are warm, caring and friendly. They form good relationships with the children and ensure that children's individual needs are met.
- Children enjoy the time they spend in the pre-school, particularly in the outdoor area. They take part in a wide range of activities based on their interests.
- All children, including those that speak English as an additional language, make good progress in their learning and development. Staff know the children very well and accurately identify the next steps in their learning.
- Staff have developed positive relationships with parents and work closely with them to support children's learning and development.
- Staff give very good support to children that speak English as an additional language. They learn words and familiar phrases from children's home language, this helps build children's confidence and self-esteem, as well as supporting their acquisition of English.

### It is not yet outstanding because:

- On occasion, staff do not question children in a manner that maximises their ability to think deeply for themselves or build on their own ideas.
- The manager does not make the best possible use of the existing staff supervision system to identify areas where the quality of teaching can be further improved.

## What the setting needs to do to improve further

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

- support staff to develop their teaching skills further in asking questions that maximise children's ability to think critically for themselves and develop their own ideas
- make the best possible use of the staff supervision system to identify where the quality of teaching can be further improved.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on the children's learning.
- The inspector held a meeting with the manager of the pre-school. He spoke to staff and children throughout the inspection when appropriate.
- The inspector completed a joint observation with the manager of the pre-school.
- The inspector spoke to parents and took account of their views.
- The inspector looked at children's assessment records and planning documentation. He also checked evidence of the suitability and qualifications of staff working within the pre-school and the members of the committee.

### Inspector

Ben Hartley

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure knowledge of how to keep children safe and are clear in the actions they would take if they had concerns regarding children's safety and welfare. There are robust recruitment and vetting procedures. This ensures that all staff have been checked to determine their suitability to work with children. New staff benefit from a thorough induction process that helps them to understand their roles and responsibilities. Staff are given regular opportunities to further their own knowledge and development by accessing training. This has a positive effect on the overall quality of the pre-school and the outcomes for children. Parents are complimentary about the pre-school. They say that their children are happy and are developing well, particularly in their social and communication skills. They comment favourably on the staff's positive, daily communication with them.

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

The overall quality of teaching is good. Staff regularly assess children's learning and accurately plan for the next steps in their development. Children enjoy leading their own play and making choices about what they would like to do. They particularly enjoy building dens and using various materials from around the environment to build tents. They use them to hide and play games alongside their friends. Children also really enjoy the music and movement sessions. They demonstrate their interest in rhymes and patterns, and particularly like using the musical instruments. Staff engage children well in their favourite stories. Children recall details of the story and join in with familiar parts.

### Personal development, behaviour and welfare are good

Children are generally well behaved and follow instructions given to them. Staff are positive role models and help children learn how to take turns and share resources. Children are becoming independent and they use tools and equipment, such as knives to cut their fruit, with skill and control. Children enjoy the daily opportunities to play outdoors and many children spend much of their time in the outdoor area. They enjoy creating obstacle courses and navigating their way around them. Children also learn to take manageable risks in their play and this helps them learn about how to keep themselves safe. Staff encourage children to make positive choices about healthy eating.

### Outcomes for children are good

Children are confident communicators, who enjoy engaging in meaningful dialogue with staff and guests at the nursery, and excitedly share their experiences from home and beyond. Children recognise their name on cards and make connections between the letters and the sounds that they represent. They have opportunities to use the school playground and are invited to school events. This helps to prepare children emotionally for the move on to school. Children are keen and enthusiastic learners, who show a desire to learn more about matters that interest them. They make good progress in their readiness for starting school.

## Setting details

<b>Unique reference number</b>	221640
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1090082
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Little Acorns Pre-School Management Committee
<b>Registered person unique reference number</b>	RP905025
<b>Date of previous inspection</b>	18 June 2015
<b>Telephone number</b>	07594 477652

Little Acorns Pre-School was registered in 1995. The pre-school is open from Monday to Friday, from 9am until 3pm, during term time only. The pre-school provides funded education for two-, three- and four-year-old children. The pre-school employs seven members of childcare staff. Of these, six hold appropriate qualification at level 2 or above. The manager holds a qualification at level 5.

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