

# Little Acorns PreSchool

St Luke's Church Hall, St Luke Road, Winton, Bournemouth, Dorset BH3 7LT



<b>Inspection date</b>	12 September 2018
Previous inspection date	25 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- Children arrive happily and warmly greet their friends and staff. They thoroughly enjoy the time they spend at this welcoming, friendly pre-school. Staff are kind, caring and attend to children's individual needs well.
- The manager is ambitious about providing good-quality early years experiences for all children. She is reflective and includes staff and parents in the self-evaluation process.
- Children are highly motivated and have good attitudes to learning. All children make good progress from their starting points and are well prepared for their next stage learning.
- Staff are good role models. Children grow in confidence, behave well and learn about sharing and taking turns through clear explanations from staff.
- The manager and staff build very good relationships with parents, who feel well informed about their children's day and appreciate the advice they receive about helping their children's learning at home.
- Since the last inspection, the manager has successfully implemented effective changes to the areas identified for improvement. In particular, group activities have improved, and this has had a positive impact on children's social skills. She has also improved opportunities to help develop children's increasing independence skills.

### It is not yet outstanding because:

- Although staff provide a good range of opportunities for children to explore their ideas, they do not consistently make best use of these experiences to challenge children's critical-thinking skills even further.

## What the setting needs to do to improve further

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

- make the most of existing opportunities to further challenge children's thinking and problem-solving skills to take their learning to a higher level.

### Inspection activities

- The inspector observed children and staff during activities indoors and outdoors.
- The inspector carried out a joint observation with the joint manager.
- The inspector held a meeting with the manager, and spoke with staff and children.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector sampled a range of documentation, including assessment records and planning, policies and procedures.

### Inspector

Rachel Cornish

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager ensures that all required documentation helps staff to understand the procedures to follow if they have a welfare concern about a child in their care. The manager closely monitors staff performance. She encourages staff to attend further training to build on their good skills. Regular supervision meetings give staff the opportunity to discuss and reflect on their current roles and responsibilities. The manager provides staff with regular training to increase their knowledge and skills and to benefit children's experiences. For example, recent training on reflective practice has helped staff to understand better how to use planning to support children's learning effectively. The manager monitors individual and group progress well to ensure staff act quickly on any learning gaps.

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

Staff use observations of children and information from parents to set up enjoyable activities to engage children fully when they first arrive at the provision. They provide a range of resources for developing children's manipulative skills and which enables them to use their creativity. Children learn how to make shapes in malleable dough with a rolling pin and cutters. They communicate confidently with staff and each other. For example, they enjoy engaging in a role-play kitchen activity, recalling vegetables they grow in their gardens. Staff encourage children's early writing skills, such as by supporting them to use their finger to trace their name. Children are interested and motivated to learn. For instance, they listen attentively to stories, sing songs, clap hands and dance to music. Staff work effectively in partnership with providers and outside professionals to ensure good continuity of care and experiences for children.

### Personal development, behaviour and welfare are good

Staff provide an inclusive play environment. They speak to children in a calm manner and support their social and emotional skills to good effect. Staff provide familiar and consistent routines, and place a strong focus on supporting children's sense of belonging. They help children to lead healthy lifestyles and teach them to follow hygiene routines to support their continued good health. For example, children are encouraged to wash their hands before eating. Children learn to be responsible for their belongings and contribute their help to small tasks, such as tidying up toys. They are very independent. For example, they make choices about where to play and find their own shoes before going outside. Children learn about festivals and people who help us, such as through visits from a paramedic, the local police and a lifeguard.

### Outcomes for children are good

Children enjoy using their thinking skills to make discoveries. For example, they work out how to manipulate paper to make paper flowers. Children learn about caring for others and to take turns, such as when preparing the snack. They enjoy whole-group activities and engage fully. Children explore their surroundings, using their imaginations as they play. For instance, they showed great interest in a tray of sand, enjoying the sensation of the sand moving through their hands and digging through it to find treasure.

## Setting details

<b>Unique reference number</b>	100524
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	10061663
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	20
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	Kearley, Beverley
<b>Registered person unique reference number</b>	RP513079
<b>Date of previous inspection</b>	25 February 2016
<b>Telephone number</b>	07886313108

Little Acorns PreSchool registered in 1992. The pre-school opens term time only from 9.15am to 12.15pm on Monday and Friday, and from 9.15am to 1.45pm on Tuesday, Wednesday and Thursday. There are three staff who work with the children, including the owner who manages the setting. She holds a childcare qualification at level 5. Of the remaining staff, one has an early years qualification at level 3 and one has a level 2 qualification.

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