

Little Acorns Pre-School

Kennington Primary School, Kennington Road, Fulwood, PRESTON PR2 8ER



Inspection date	11 October 2018
Previous inspection date	23 April 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

The provision is outstanding

- The manager and deputy make an exceptional leadership team. They are committed, passionate and entirely invested in raising outcomes for children, a vision they share with the equally dedicated staff team. Managers and staff continually go above and beyond to meet the needs of the children and families who attend the setting.
- Staff are highly valued and receive superb support and guidance, through rigorous performance management, supervisions and team meetings. Managers make incisive evaluations of staff's interactions with children. As a result, a wave of outstanding teaching and practice has been strongly embedded across the longstanding and highly qualified staff team.
- The learning environment is inspiring. Staff create a truly unique, vibrant and innovative setting, inside and out, filled with a wealth of exciting and engaging resources and learning opportunities. Children show extremely high levels of motivation to learn, and with outstanding teaching, they make rapid progress in their learning.
- Staff use a range of highly-effective, well considered and entirely consistently applied behaviour management strategies. Use of hand gestures, visual aids and a calm, nurturing approach, immediately settles children's behaviour and they are swiftly re-engaged in their play. As a result, children learn rapidly the expectations of their behaviour and develop high levels of self-control and cooperation.
- Partnership working is exemplary. The managers and staff work tirelessly to seek out and utilise all available support and resources. Support for children who have special educational needs (SEN) and/or disabilities is excellent. Intervention is sought at the very earliest stage from external agencies and services and advice is swiftly threaded into practice.
- Parents are highly valued as their children's first educators. Regular information sharing helps to ensure that parents are entirely involved in their children's learning, both in the setting and at home. Parents are extremely complimentary about the setting, the staff and the progress their children make.

What the setting needs to do to improve further

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

- enhance the already excellent evaluative practice and highly successful drive to maintain the highest levels of achievement for all children.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, during play inside and outside.
- The inspector carried out a joint observation with the pre-school manager and deputy.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the pre-school manager and deputy.
- The inspector took account of the views of parents spoken to on the day of the inspection and other written comments.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of leadership and management is outstanding

The arrangements for safeguarding are effective. All staff have a comprehensive understanding of safeguarding and their individual responsibilities to protect children. They receive regular training and have a secure knowledge of wider safeguarding practices. Children's progress is closely scrutinised and additional support is swiftly implemented. A culture of evaluative practice is extremely well embedded across the whole staff team. Managers and staff routinely reflect upon all aspects of practice, taking into consideration how children use the environment and resources and feedback from parents and other professionals involved. The managers are aware of the importance of continuously reflecting on practice and reviewing the impact of all planned changes.

Quality of teaching, learning and assessment is outstanding

Highly effective systems of observation and planning are implemented with outstanding results. For example, planning is done 'in the moment'. Staff use their expert knowledge to assess children's learning and plan spontaneously to draw out children's knowledge and build on it there and then. Children become entirely absorbed in the story of 'The Three Little Pigs', through staff's skilful and thoughtful questioning that greatly encourages children's thinking and communication skills. Following the story, staff seize the opportunity to extend children's learning as they enthusiastically suggest children go outside and try to build a house like one in the story. Staff's infectious enthusiasm, exceptional questioning and outstanding facilitating of ideas and challenge, provides children with the highest quality learning opportunities.

Personal development, behaviour and welfare are outstanding

Children thrive in this outstanding setting and develop a very strong sense of emotional well-being. Highly effective and entirely tailored settling-in procedures, along with the particularly well-established key-person system help to ensure children settle very quickly and develop the confidence to explore and learn. Children explore healthy lifestyles through a number of innovative activities. For example, they explore the impact of physical activity on their heart rate and enjoy visits from student doctors and dental hygienists, giving children wonderful first experiences. Children have excellent opportunities to learn about people and communities beyond their own experiences, in context of their understanding. For example, children enjoy using a wide range of cultural resources during their role play, such as traditional Indian cooking utensils and serving dishes.

Outcomes for children are outstanding

All children are confident, motivated and highly active learners. There is an abundance of opportunity for all children to make marks and write for purpose, in excellent support of their small-muscle movements and emerging literacy skills. Children count, measure and explore quantities as they make their own dough. Children are exceptionally well prepared for their future learning.

Setting details

Unique reference number	EY417226
Local authority	Lancashire
Inspection number	10070905
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 11
Total number of places	24
Number of children on roll	52
Name of registered person	The Little Acorns Pre-School And Oaks Afterschool Club
Registered person unique reference number	RP530151
Date of previous inspection	23 April 2015
Telephone number	01772717881

The Little Acorns Pre-School registered in 2010. The pre-school operates each weekday from 8.30am to 3.30pm and the out-of-school club operates from 3.30pm until 5.30pm, term time only. In total, eight staff work at the pre-school, all of whom hold relevant qualifications. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

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