

Little Acorns Pre School (Folkestone)

Folkestone Baptist Church, Hill Road, Folkestone, Kent CT19 6LY



Inspection date	14 November 2018
Previous inspection date	9 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The manager effectively monitors individual children's progress and that of different groups of children, to close any emerging gaps in their learning and development successfully. For example, strategies to enhance children's understanding of mathematical concepts, such as number recognition, have been effectively implemented.
- Staff enhance children's communication and language skills well. For instance, they clearly emphasise key words throughout their interactions and use clear visual signs to help children's understanding and speaking skills.
- Staff build on children's confidence and sense of belonging. For example, they constantly praise children for their achievements.
- The manager continually improves the quality of staff practice. For instance, she organises relevant training to help keep staff knowledge and understanding up to date. Staff effectively support children to make good progress in their learning from their starting points.

It is not yet outstanding because:

- Staff do not always provide consistent opportunities to support children's early literacy indoors and outside.
- Arrangements to engage parents in the evaluation of the pre-school are not fully effective.

What the setting needs to do to improve further

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

- extend existing opportunities to support children to enhance their literacy skills
- strengthen ways to engage parents in evaluating the pre-school, to make relevant enhancements and improve outcomes for children.

Inspection activities

- The inspector observed the quality of teaching and children's activities, completed a joint observation with the manager and held discussions about children's progress and learning.
- The inspector held conversations with the manager, staff and children throughout the inspection.
- The inspector checked evidence of staff suitability checks and their qualifications, and sampled relevant policies and procedures.
- The inspector took into account the views of the parents during the inspection.
- The inspector observed staff planning documentation and the children's assessment records.

Inspector

Kimberley Luckham

Inspection findings

Effectiveness of leadership and management is good

Additional funding is used effectively to meet the individual needs of the children. For instance, children benefit from the natural outdoor area to explore an environment following their own interests to learn. The manager and staff make good links with other professionals involved in the children's development and care. For instance, they share developmental information, and this helps to provide good continuity of care and education. Safeguarding is effective. Staff demonstrate a strong understanding of the possible signs of abuse and how to report concerns regarding children's safety or welfare. All staff are trained in child protection and wider safeguarding issues. The manager continually monitors staff suitability effectively.

Quality of teaching, learning and assessment is good

Staff use the children's interests well to help them build on their learning experiences. Staff assess individual children's levels of development and effectively plan for their next steps in learning in partnership with parents. For instance, children enjoy physical challenges, created with large movable objects. The children are effectively challenged and encouraged to move across the obstacles in different ways. This helps to enhance their balance and coordination skills. Staff work successfully with parents, providing them with ideas to help their children continue learning at home. Staff teach mathematics well. For example, they engage the children in counting objects and identifying numbers within their play experiences.

Personal development, behaviour and welfare are good

The key-person system works well and relationships between staff and children are strong. Staff are sensitive, responsive to the children's needs and use stimulating interactions. Staff help children to develop their awareness of healthy lifestyles. For example, they provide a choice of nutritious snacks and engage children in conversations about healthy food choices and children are encouraged to brush their teeth after mealtimes. All children are encouraged to be polite and have a good understanding of sharing and taking turns.

Outcomes for children are good

Children develop a good understanding of diversity beyond their immediate family. For instance, the environment has positive cultural images and dual-language text. Children enjoy learning about different festivals around the world. Children develop the skills needed for their future learning and move to school. For example, older children access small-group sessions during the day to help enhance their listening and attention skills.

Setting details

Unique reference number	127323
Local authority	Kent
Inspection number	10070434
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	32
Number of children on roll	38
Name of registered person	Little Acorns Pre School (Folkestone) Committee
Registered person unique reference number	RP522678
Date of previous inspection	9 March 2015
Telephone number	01303 252259

Little Acorns Pre School (Folkestone) registered in 1986 and is located in Folkestone, Kent. It is open Monday to Friday from 9.15am to 3.30pm, during term time only. The pre-school employs seven staff. Of these, six hold appropriate early years qualifications from level 2 to level 6. The pre-school receives funding to provide early education to children aged two, three and four years.

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