

Little Acorns Pre-School

Oakthorpe Primary School, School Street, Oakthorpe, Swadlincote,
Derbyshire DE12 7RE



Inspection date	13 December 2018
Previous inspection date	6 July 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- Staff do not manage children's behaviour consistently. They do not always help children to understand about acceptable ways to behave.
- The monitoring of staff practice is not rigorous enough. The leadership team does not support staff effectively to develop high-quality teaching skills to improve outcomes for children.
- Self-evaluation is not always effective in identifying key areas for improvement.
- The quality of teaching is variable within the pre-school. Staff do not consistently extend children's play and build on their learning.

It has the following strengths

- Partnership with parents is effective. Staff communicate with parents daily and regularly discuss children's development. They provide ideas for parents to help support their child's learning at home.
- Staff provide a welcoming environment. They work well as a team. Staff are kind and caring. The key-person system is used well and children form good bonds with staff.
- Parents speak highly of the staff team. They say they are well informed about their child's progress.
- The leadership team ensures that the premises are safe and secure.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure staff consistently manage children's behaviour in an age-appropriate way	29/03/2019
ensure that staff performance is managed effectively to focus on what they need to do to improve their teaching.	28/06/2019

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

- strengthen the monitoring of daily practice to ensure that improvements are identified promptly and acted on to raise the quality of the provision
- provide more challenge to older children to support them to make good progress.

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 held a meeting with the pre-school manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views

Inspector

Dawn Barlow

Inspection findings

Effectiveness of leadership and management requires improvement

The leadership team has carried out some evaluation and identified weaknesses in the overall quality of the pre-school. However, action has not been taken swiftly enough to raise the quality of the provision. The leadership team holds supervision meetings with staff. However, the monitoring of staff practice is not yet fully effective in raising the quality of teaching and outcomes for children. Safeguarding is effective. The leadership team and staff have a secure understanding of the procedures they must follow should they have a concern about a child in their care. There are appropriate systems in place to monitor children's progress. The leadership team develops links with other providers and professionals who support children, including those with special educational needs and/or disabilities (SEND). This helps to promote continuity of care and support for children.

Quality of teaching, learning and assessment requires improvement

Weaknesses in teaching mean that activities do not always provide appropriate levels of challenge for all children. As a result, children do not consistently show good levels of interest in the activities provided. Staff generally provide children with opportunities that promote different areas of their learning. They observe children as they play and have a general overview of their development. Children have fun participating in sensory play. For example, children explore play dough using a range of different tools. They use a range of materials to make a Christmas collage and experience different textures. Children's mathematical skills and understanding are developing well. Staff encourage children to count and recognise numbers. Younger children enthusiastically join in with story sessions, where they excitedly take turns to interact with the main character.

Personal development, behaviour and welfare require improvement

Children are happy and settled as they play alongside staff. However, sometimes they become easily distracted. Nevertheless, children build positive relationships with their friends. Staff promote children's physical well-being appropriately. They ensure children adopt good hygiene routines, such as regular handwashing. Staff provide children with opportunities to manage their self-care needs to support their growing independence. Children's good health is promoted. They have regular opportunities in the outdoor area to enjoy fresh air. Children go on local trips in the community. For example, they recently visited the local church to attend the Christingle service.

Outcomes for children require improvement

Most children are working within developmental expectations and are making steady progress. However, due to inconsistencies in the quality of teaching, children are not making the best possible progress. Not all children are fully challenged in their learning. Children, including those in receipt of funding, gain some basic skills needed to support their future learning. Older children are learning to link sounds with the letters that they represent and that information can be obtained from print.

Setting details

Unique reference number	226232
Local authority	Leicestershire
Inspection number	10064440
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 5
Total number of places	24
Number of children on roll	21
Name of registered person	Little Acorns Pre-School Committee
Registered person unique reference number	RP907719
Date of previous inspection	6 July 2015
Telephone number	07517636737

Little Acorns Pre-School registered in 1998 and is located in Swadlincote, Derbyshire. The pre-school employs five members of childcare staff. Three staff hold appropriate early years qualifications. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until midday on Mondays and from 9am until 1pm for the remainder of the week. The pre-school provides funded early education for two-, three- and four-year-old children and supports children with SEND.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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