

# Little Acorns Pre-School

The Village Hall, Westmore Green, Tatsfield, Westerham, Kent TN16 2AG



<b>Inspection date</b>	13 February 2019
Previous inspection date	19 November 2015

<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

### This provision is good

- Children are very sociable, confident and independent learners. They learn to feel safe and secure, and make close attachments with staff. Staff provide a consistent approach, for example they support families with siblings and develop close links within the community and with other settings.
- Staff support children's communication and language skills well. Staff use gestures, expressions and eye contact to help children to understand. Children receive plenty of time to absorb information to think for themselves. They respond in their own time. This helps them to be critical thinkers.
- Children show good levels of focus and concentration. Staff support this well through effective engagement and interaction. They know when to stand back and allow children to explore and lead their own play.
- Partnerships with parents are very positive. Parents feel part of their children's learning and staff encourage them to play an important role in their ongoing progress and welfare.
- Children learn to keep themselves safe. Staff provide clear explanations and routine discussions to help children to assess their play environment and keep floor space clear to prevent accidents. Staff complete daily checks to assess any changes in children's play environment.
- Sometimes, staff do not use their observations of how children learn best in order to provide additional resources, experiences and challenges to further support the next steps in their development.
- On some occasions, planned activities are not purposeful enough to strengthen individual children's stages of learning and further promote different areas of learning through one experience.

## What the setting needs to do to improve further

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

- use staff's observations and knowledge of children's learning styles even more precisely to provide experiences to further enhance their learning
- refine planned activities further to strengthen children's understanding and engagement in purposeful learning.

### Inspection activities

- The inspector observed staff's engagement with children in the indoor and outdoor environments.
- The inspector spoke to staff and children, when appropriate.
- The inspector looked at the setting's self-evaluation.
- The inspector carried out a joint observation with the deputy manager.
- The inspector spoke to several parents during the inspection.

#### Inspector

Claire Parnell

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff know the procedures to follow if they have a concern about a child in their care. The management team provides continuous training for staff through regular discussions and sharing of up-to-date information, to support children's ongoing welfare. Staff continuously improve their skills, practice and knowledge through training, research and information from other practitioners. Staff receive regular supervision and reflect as a team to help identify effective practices and areas to develop. Staff encourage parents and children to feed back what they like about the setting and what they would like to develop. Staff liaise with other professionals to provide a consistent approach to children's learning and care.

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

Children show great motivation to explore and experiment in their play, using indoor and outdoor environments enthusiastically. Staff provide stimulating play opportunities to promote all areas of learning, overall. They support children's learning through a good balance of adult-led and child-initiated play. Children have additional experiences, such as investigating wildlife gardens to discover what happens in the world around them. Staff observe, monitor and plan for their progress. They encourage parents to share children's achievements from home, to help build a bigger picture of their development. Staff track children's progress regularly to identify the next steps in their development and to monitor for any gaps in their learning, to support them in their readiness for school.

### Personal development, behaviour and welfare are good

Staff encourage children to learn about the importance of a healthy lifestyle. Staff talk to children about making healthy choices at snack time and encourage parents to provide healthy options for children's lunches. Children know to wash their hands before eating, and after toileting and messy play. Staff encourage them to wipe their noses, with support for younger children if necessary. Children choose whether to play indoors and outdoors. They use tools and resources to help develop both small and large muscles. For example, they use spoons, scoops and tweezers to fill small containers with cereal. Children learn to cooperate with each other. They know right from wrong and inform staff of any inappropriate play. Staff encourage children's social play. Children progress from playing alongside their peers to engaging in group play.

### Outcomes for children are good

Children learn to be inquisitive in their play. They problem solve and question how and why things work. For example, children explore the musical instruments and find that the guitar does not turn on. They show an understanding that new batteries are required to make it work. They extend the use of the instruments to explore how music is made. They learn to relate this to sounds and pitch, and use different beaters to make loud and quiet sounds. Children learn to recognise familiar words. For example, younger children associate pictures with their name. Older children recognise their written name as part of the registration process and on labelled boxes to store their personal items.

## Setting details

<b>Unique reference number</b>	122751
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10066197
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 10
<b>Total number of places</b>	30
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Little Acorns - Tatsfield Pre-School
<b>Registered person unique reference number</b>	RP903154
<b>Date of previous inspection</b>	19 November 2015
<b>Telephone number</b>	01959 540775

Little Acorns Pre-School registered in 1992. It operates from the village hall in Tatsfield, Kent. The pre-school is open Monday to Friday, during school term times. Sessions are from 9am until midday on Wednesday and Friday, and from 9am until 3pm on Monday, Tuesday and Thursday. The setting also offers a breakfast club for pre-school children and those attending the neighbouring school, operating from 7.15am to 9am. The pre-school provides funded places for children aged two, three and four years. It employs seven members of childcare staff. Of these, six hold early years qualifications at level 3 and one at level 2.

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