

# Acorn Centre

Acorn Centre, Grange Primary School, Homleigh Road, Tuffley, Gloucester  
GL4 0RN



<b>Inspection date</b>	28 February 2019
Previous inspection date	17 April 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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

- The provider has made good progress since the last inspection. They now ensure that Ofsted is notified of all new committee members and suitable checks are carried out. The manager has worked hard to improve how she monitors the quality of teaching and staff development. Improvements have been made to ensure that parents are engaged further in children's learning to ensure there is continuity of care.
- The manager and staff make good use of self-evaluation. Regular team meetings include discussions around the planning of long, medium and short term improvements to help develop the quality of the provision effectively.
- Children make good progress relative to their starting points. Staff provide an interesting and balanced range of activities based around children's interests and ideas. Children with special educational needs and/or disabilities (SEND) benefit from individual support from their key person.
- Children are very happy, confident and comfortable in their surroundings. Staff are caring and know their key children well. This helps to support children's emotional well-being effectively.
- At times, staff miss opportunities to encourage the younger and quieter children to take a full and active part in activities provided.
- Staff do not make the best of opportunities to share and gather information from the early years settings that children attend, to promote continuity of learning.

## What the setting needs to do to improve further

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

- consider ways to increase opportunities for younger children to become involved and fully engaged in the available activities
- strengthen links further with other early years settings that children attend so all adults are able to contribute to children's learning.

### Inspection activities

- The inspector observed activities and staff interactions with the children indoors and outdoors.
- The inspector had a meeting with the manager and offered the opportunity of a joint observation with her.
- The inspector spoke to staff, parents and children at appropriate times during the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, and looked at the provider's improvement plans.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures and written policies and procedures.

#### Inspector

Hilary Tierney

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a very clear understanding about their roles and responsibilities to keep children safe when in their care. They are clear about the signs and indicators that would cause them concerns about a child's welfare. Staff know the procedures to follow should they need to report any child protection concerns. Children's non-attendance is monitored effectively. Staff are encouraged to maintain their professional development through regular opportunities to take part in training. Staff comment on how useful the observations on each other have been since the manager introduced them. Partnerships with parents are developing successfully since the last inspection. Parents comment about how approachable the staff are, how they are included in their child's learning and the good quality of care provided.

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

Staff carry out detailed observations, assessments and plan a good range of activities based around children's interests and individual needs. Children enjoy being creative and exploring different textures, such as when using modelling dough. Children enjoy painting and exploring what happens as they paint on a plastic sheet wrapped around the legs of an upturned table, so the plastic sheet is held tight as children paint it. Staff support children's development of their mathematical skills well. Children count and are able to recognise colours, shapes and numbers confidently. Staff support children's communication and language development effectively. They talk clearly and allow children time to answer questions. The manager and staff monitor all children's progress effectively to enable them to identify and close any gaps in learning quickly.

### Personal development, behaviour and welfare are good

Children learn good personal hygiene practices. They understand the reasons why they need to wash their hands before eating and after using the toilet. Staff are good role models. They use plenty of praise and encouragement as children achieve. This helps to support children's growing self-esteem and good behaviour effectively. Children enjoy being helpers, for example, as they give out plates and cups to their friends during snack times. Children benefit from regular access to fresh air and exercise. They take great delight in playing outside in the rain, splashing in puddles and exploring what happens to the water as they ride through puddles on their bikes. Staff teach children respect for each other and others in their community. Children learn to take turns and negotiate with each other as they play.

### Outcomes for children are good

Children develop the skills they require to prepare them well for their next stages in learning and eventual move to school. They are independent learners and enjoy making choices as they play. They are able to manage their own care needs easily. Children listen carefully to stories and instructions and have confidence to express their ideas. They enjoy developing their physical skills, for example by climbing, balancing and taking part in music-and-movement sessions. Children use technology with ease. For example, they write on a whiteboard and use a large tablet computer.

## Setting details

<b>Unique reference number</b>	EY339290
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10084876
<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>	Full day care
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Acorn Centre Playgroup Committee
<b>Registered person unique reference number</b>	RP522073
<b>Date of previous inspection</b>	17 April 2018
<b>Telephone number</b>	07801226849

Acorn Centre registered in 2006 and operates in rooms within Grange Primary School, in Tuffley, Gloucester. The group operates from Monday to Friday during term time only. Sessions are from 9am until 3pm. The group provides funded early education for two-, three- and four-year-old children. There is a team of eight members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and 3.

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