

Acorn Preschool

Vane Close, Norwich NR7 0US



Inspection date	3 April 2019
Previous inspection date	26 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

This provision is good

- The committee, manager and staff work closely together and reflect on what they offer for children. They seek ways to continually improve children's experiences. Staff know the children well and work hard to ensure the provision meets their changing needs.
- Staff provide targeted support for those children with special educational needs and/or disabilities (SEND). They work closely with parents to ensure children access the support they need. Staff use additional funding effectively to secure all children's good progress.
- The appealing and stimulating environment secures children's good level of motivation and engagement throughout the day. Staff consistently seek children out to share their learning experiences and to enhance their ideas and imagination.
- Staff regularly assess children's capabilities. They use the information to plan interesting and enjoyable opportunities that build on what children already know and can do.
- Children behave well. They learn strategies that help them to regulate their own behaviour. They patiently wait their turn to access popular resources. Children are kind and helpful to their friends.
- The manager has systems in place to monitor staff performance, however, she does not set staff highly ambitious targets to work towards to strengthen their practice and continue the drive for high-quality teaching.
- While staff plan mathematical activities for children, they do not challenge children enough to develop their mathematical skills. On occasions, staff do not encourage children to count for themselves or access a broad range of mathematical learning.

What the setting needs to do to improve further

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

- support staff to achieve ongoing and ambitious targets, to enhance their personal effectiveness and achieve teaching of the highest quality
- extend opportunities for children to count independently and develop a wide range of mathematical skills.

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

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff know how to report any concerns they have about children's welfare. The manager follows robust procedures to ensure that any concerns are managed decisively and involve the appropriate professionals. The committee completes rigorous checks to ensure that only those suitable to work with children do so. The premises are safe and secure. Staff make ongoing checks to ensure children's safety, for example, they do not allow children on large play equipment when it is wet. Staff are supported to access training. They use the knowledge gained well and implement new ideas into the pre-school, such as activities to boost children's well-being and develop their physical skills. The manager works in partnership with the local school to enable children to make a smooth onward move to school.

Quality of teaching, learning and assessment is good

Staff support children's communication and language skills well. Children enjoy sharing books with staff and listen eagerly when staff read animatedly to them. Children ask questions and make comments about the story to show their understanding. Staff model language for children to hear and repeat. This helps children to develop an increasing range of vocabulary. Children develop their physical skills. They play with bats and balls outdoors showing good coordination. They use their imagination to build objects out of small bricks. Staff engage children well in activities and children show their good concentration. They use musical instruments which they tap and shake rhythmically, to sound out familiar words. They listen carefully and follow staff's instructions. Parents comment positively about the pre-school. They value the information that staff share with them, which helps them to continue children's learning at home.

Personal development, behaviour and welfare are good

Children move freely around the pre-school and are confident to choose what they want to do. They vote to decide which story they will listen to first and learn to respect other's choices. Staff talk to children about the importance of good hygiene. They ask children questions to embed their understanding of why they must follow good hygiene procedures. Children manage their own self-care skills well. They capably get themselves dressed to go outdoors and learn to take care of their belongings. Children know the routines well and move between routines with minimal disruption to learning. Children are offered a healthy snack from which they choose a range of fresh fruit and vegetables. Children benefit from regular physical activity. Indoors, they participate in group exercise activities, while outdoors, they run, jump and climb.

Outcomes for children are good

Children make consistently good rates of progress from their starting points. They gain important skills that help them to be prepared for the next stage in their learning, such as school. Children acquire good social skills. They develop tolerance and respect for others and make secure friendships with their peers. They listen and respond to staff and know the rules and boundaries that they must follow. Children are confident and communicate well with others. They are eager and active learners who enjoy participating in a wide range of learning opportunities.

Setting details

Unique reference number	EY360037
Local authority	Norfolk
Inspection number	10071056
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	47
Name of registered person	Acorn Preschool (Dussindale)
Registered person unique reference number	RP519110
Date of previous inspection	26 March 2015
Telephone number	01603 436934

Acorn Preschool registered in 2007. The pre-school employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

