

# Acorn2Oak Preschool

Castle Hill Junior School, Dryden Road, Ipswich, Suffolk IP1 6QD



<b>Inspection date</b>	14 June 2019
Previous inspection date	15 June 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

- Parents speak very highly of the pre-school. They say staff are 'fantastic' and offer 'endless support' for children and their families.
- Staff work well together as a strong team. They have meetings with the manager to discuss their professional development and identify well-targeted training to extend their knowledge and skills.
- Clear areas are identified for improvement. The management asks parents and staff for feedback, and act on their ideas.
- Children have a wide range of opportunities to enhance their learning through well-planned activities. Staff join in enthusiastically with children's play. Children show close bonds with staff.
- High levels of support are in place to support children with special educational needs and/or disabilities, and those who speak English as an additional language. Staff are proactive at working with outside agencies to help children and families get the support they need.
- Staff are skilled at promoting children's developing speech and communication. For instance, they use sign language, picture cards and a visual timetable to support children's understanding and ability to communicate their needs.
- Children make good progress from their individual starting points. They are confident, talkative and are able to do many things for themselves. Children are well prepared for school.
- Occasionally, activities involving larger groups of children are not highly successful at extending children's learning to the highest level.
- The outdoor environment is not as carefully organised as the indoors, to encourage children to make independent choices and extend their self-chosen activities.

## What the setting needs to do to improve further

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

- refine the organisation of activities involving larger groups of children, to enhance children's growing concentration and full participation
- enhance the quality of outdoor learning, to provide further opportunities for independent choice and encourage children to fully extend their interests.

### Inspection activities

- The inspector observed activities indoors and outside, and assessed the impact these have on children's learning.
- The inspector carried out a joint observation with the manager and evaluated the quality of teaching.
- The inspector held meetings with the manager and deputy manager. She talked to staff and children at appropriate times to gain their views.
- The inspector reviewed a range of documentation, including evidence of staff suitability, policies and children's learning records.
- The inspector spoke to parents and viewed written feedback to obtain their views.

**Inspector**  
Helen Hyett

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff access regular training and have a shared understanding of the signs of abuse. They understand how to report concerns swiftly. Managers check that staff knowledge is up to date, for example, by asking them questions to see if they fully understand policies and procedures. Staff are well qualified for their roles and many are studying for further qualifications. The management works well with the local authority to discuss staff training needs and to seek advice on supporting individual children. Staff undertake specific training to help them enhance children's communication skills. The deputy manager monitors the learning of individuals and groups of children. Where gaps are identified, she works with staff to help children be ready for the next stage of their learning.

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

Staff talk knowledgeably about their key children and how they are planning for their next steps in learning. Staff plan engaging activities for children. For instance, staff help children create colourful models of 'Elmer', the patchwork elephant, to extend children's understanding of an art event in the local area. Children use their imaginations to recycle old milk bottles into their elephants. They show good levels of perseverance as they cut and stick tissue paper. Staff skilfully model how to use the scissors, for instance, encouraging children to open and close their hand, 'like a crocodile's mouth'. Children proudly show their designs. Reading is incorporated into everyday activities. Staff share relevant stories with children as they create their artwork. Children listen and talk about the illustrations. Children engage in imaginative play. Staff value this, listening to children's ideas and joining in enthusiastically. Parents are included as partners in children's learning. They are often given ideas of activities to do with their child at home.

### Personal development, behaviour and welfare are good

Children come into the pre-school enthusiastically. They settle quickly and play happily. Children show good levels of emotional well-being and behave well. Staff identify children who need additional support to manage their feelings and behaviour. They create individual education plans with specific targets for children to work towards and share these with parents. Children show spontaneous acts of kindness. For instance, when staff read a story about a lost teddy, children comment, 'I would find your teddy for you'. Children are able to play outside for large parts of the day, taking part in physical and pretend play. Staff offer children healthy snacks and encourage them to try new foods. Children eagerly have a go at peeling their own oranges and bananas. Staff find out about children's backgrounds and religions. They encourage children and their families to share their celebrations, such as with a party for Eid.

### Outcomes for children are good

Younger children choose their own activities and have a go at saying new words as they play. They select toy sea creatures in the sand area and show these to staff and their friends. Older children are making very good progress with their communication skills. They count as they play and work out 'one more'. Children are keen to interact and ask questions. They talk about how excited they are to start their new school.

## Setting details

<b>Unique reference number</b>	EY420545
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10106406
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Acorn2oak Pre-School
<b>Registered person unique reference number</b>	RP910544
<b>Date of previous inspection</b>	15 June 2015
<b>Telephone number</b>	01473 748 333

Acorn2Oak Preschool re-registered in 2010 and is run by committee. It is located at Castle Hill Junior School in Ipswich. The pre-school is open from 8am to 4pm Monday to Friday during school term time. There are 12 members of staff, 10 of whom hold a relevant qualification to level 3 or above. This includes the manager, who is qualified at level 5.

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