

# Little Acorns (Herne)

## Pre-School



Topfield, Rear of 71 Norton Avenue, HERNE BAY, Kent CT6 7TA

<b>Inspection date</b>	10 June 2019
Previous inspection date	6 December 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

### Summary of key findings for parents

#### **This provision is outstanding**

- The committee, manager and well-qualified team are determined to provide the best possible quality and standards for all children who attend this pre-school. They have sustained outstanding practice and are relentless in their dedication to continuous improvement.
- Managers have an incisive view of the progress all children make. They identify when groups of children need additional support and take proactive action to address this. For example, they adapt and extend mathematical resources and focus on how staff teach mathematical concepts. Consequently, children become enthusiastic about mathematics, catch up in their learning and make excellent progress.
- Staff prepare children extremely well for change, such as when children settle in and when they move from one room to another. Older children benefit from well thought out support for their move on to school. For example, staff replicate the school procedures for lunchtime, so that children are familiar with routines and expectations. These highly positive approaches enable children to feel positive about change and support their emotional well-being.
- Staff are highly skilled at supporting children to develop friendships, and relationships are strong across the whole pre-school.
- Parents comment on how they value the initial home visits and how well the 'caring staff' support their children in settling in. Overall, staff involve parents in the assessments and planning for children's progress and have strong arrangements in place to exchange information.
- The manager and her team are exceptionally supportive to children and their families. They liaise positively with outside agencies and strive to ensure that every child has a highly positive start to their education. Therefore, trusting relationships are built. This collaborative approach supports consistency in children's care and learning.

## **What the setting needs to do to improve further**

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

- consider a wider range of approaches to gathering information about children's progress at home after they have settled into the pre-school.

### **Inspection activities**

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector sampled planning and assessment records and a range of other documents.
- The inspector conducted a joint observation with the pre-school manager.
- The inspector held a management meeting with the manager and deputy.
- The inspector gave feedback to the manager and a member of the committee.

#### **Inspector**

Linda du Preez

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff participate in regular safeguarding training and have an excellent understanding of their roles and responsibilities in protecting children. The pre-school committee is very supportive and empowers the well-qualified team to identify what is needed to maintain outstanding standards. The manager actively seeks the views of staff, parents and children, which they build into the highly effective plans for improvement. They have implemented many new initiatives due to the comprehensive evaluation of practice and strong procedures for staff supervision. These arrangements have had a highly positive effect on the day-to-day operations of the pre-school and outcomes for children. For example, children thrive in the new allotment, maze and stimulating construction areas.

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

Staff arrange activities and resources exceptionally well and enable all children to access an abundance of stimulating equipment and toys both indoors and outdoors. For example, children enjoy learning about growing plants, fruit and vegetables in the garden. Staff join in with children's play sensitively, fitting in with their ideas and interests. For example, they capitalise on children's fascination with creepy crawlies and start interesting conversations about insects and bugs. This results in children talking confidently about how a caterpillar becomes a butterfly, as they show an excellent understanding of the natural world. The experienced and knowledgeable staff team are available to support children when needed, but encourage them to be independent and try out new skills for themselves.

### Personal development, behaviour and welfare are outstanding

Children are exceptionally well behaved and motivate one another as they play, sharing ideas and thoughts positively. Older children are very kind and supportive to younger children. They learn to be caring from adults, who are excellent role models. Staff have an outstanding approach to promoting children's health and well-being. They make the most of opportunities to teach children about safety throughout the day. Children learn about how their body works through excellent well-planned physical activities. Children make great strides in their physical development and enjoy using a wide variety of equipment to try their skills in climbing, jumping and balancing.

### Outcomes for children are outstanding

Children are extremely confident, independent and very friendly. They greet visitors and invite them to join in and play. Children are very aware of the environment and talk about how it can be protected. For example, they explain that plastic is not good for the creatures in the oceans. Children of all ages develop excellent skills for the future. For example, younger children are excited to make marks with writing resources and older children learn to produce recognisable symbols and letters. Children are enthusiastic to learn and become proud of what they produce. Because they receive praise and recognition from adults they learn to offer it to one another. This positive atmosphere across the pre-school inspires learning and empowers children to achieve valuable skills in readiness for their eventual move to school.

## Setting details

<b>Unique reference number</b>	127322
<b>Local authority</b>	Kent
<b>Inspection number</b>	10108462
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Little Acorns (Herne) Pre-School
<b>Registered person unique reference number</b>	RP518009
<b>Date of previous inspection</b>	6 December 2013
<b>Telephone number</b>	01227 749 317

Little Acorns (Herne) Pre-School is a registered charity, run by a voluntary committee. It operates from a mobile unit on the site of Herne Junior School in Herne Bay. The pre-school is open each weekday from 9am to 3.30pm term time only. The pre-school is in receipt of funding to provide free early education for two-, three- and four-year-olds. There are 16 staff working with the children, including the manager, plus an administrative assistant and a cook. Fourteen staff hold appropriate early years qualifications at level 3 or above, including two with qualified teacher status and one with early years teacher status. The pre-school delivers the forest school teaching approach.

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