

Tiny Acorns Preschool

Methodist Church, Stoughton Road, Guildford GU2 9PT



Inspection date	20 June 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 manager has a good understanding of how they want the setting to develop and improve. The day-to-day management is effective and a commitment to build on the already good quality of care and learning is enthusiastically demonstrated.
- Staff promote positive behaviour. They give children lots of praise for their achievements, helping to raise self-esteem. Staff take time to explain to children what is expected of them. Children behave well.
- All children, including those with special educational needs and/or disabilities, are supported very well. Staff are skilled at adapting their practice to appropriately meet children's needs, and allow them to make independent choices in their play.
- The manager has not yet fully developed ways to support individual staff to evaluate and reflect on the quality of their teaching and the accuracy of assessments of children.
- Children arrive at the setting eager to engage in their play and learning. Staff provide a warm welcome as they greet each child individually. Children benefit from a strong key-person system.
- Staff help children to appreciate the rich diversity of the world around them. For example, children listen to stories from a range of faiths and cultures and enjoy tasting food from the local Chinese take away.
- At times, staff do not organise activities and the environment effectively to fully support children's learning opportunities. Some children struggle to access resources and become distracted and less engaged.
- Children make good progress. Staff make effective use of their observations and assessments to help plan engaging activities that support what children need to learn next.
- Parents are very positive about the care and consideration staff show towards their children. They are well informed about the progress their children make and ways in which they can help them. For example, the monthly newsletter highlights activities that can be carried out at home to support learning, such as counting out cutlery before mealtimes.

What the setting needs to do to improve further

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

- enhance monitoring systems to better support individual staff to evaluate and reflect on the quality of their teaching and assessment of children
- develop the indoor environment, thinking out the layout of resources and accessibility to equipment, to promote effective learning opportunities and increased independence for all children.

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 completed a joint observation with the manager.
- The inspector held a meeting with the manager and deputy. She looked at relevant documentation, including staff qualifications and their Disclosure and Barring Service checks.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to children and staff throughout the inspection.
- The inspector had a tour of all the areas of the setting.

Inspector

Amanda Harrison

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff are committed to keeping children safe. They know the procedures to follow if they are concerned about a child. Risk assessments are completed for all areas of the setting and for trips out. This helps keep children safe. Staff are encouraged to undertake training to help them support children effectively. For example, staff working with children who speak English as an additional language have undertaken training to support them in their role and develop effective communication strategies. The manager monitors staff practice and their continuous professional development. She is developing ways she can effectively support staff development to ensure consistency in teaching across the setting. The manager works closely with parents and other professionals involved with children attending the setting.

Quality of teaching, learning and assessment is good

Staff observe children and plan activities that they know will interest them. For example, dinosaurs are made available in the outdoor environment to support learning about habitats. Staff play alongside children and support them to develop their knowledge. Children become engaged for sustained periods of time exploring sensory activities. They manipulate cold spaghetti, squashing and squeezing it through their fingers. Staff support early language development well as they repeat back words that children say, and re-phrase sentences to model correct structure. They help children communicate their feelings and emotions, and to use simple signs and gestures. Staff complete regular summaries of children's achievements and share these with parents.

Personal development, behaviour and welfare are good

Staff are very welcoming and create a friendly environment. Children feel secure and know what to expect throughout the day. For example, they respond swiftly to the lunchtime bells and tidy the room and lay the tables for lunch. Staff are very good role models and consistently promote positive behaviour. Children use their manners at lunchtime and willingly share resources with their peers. Older children are considerate of the needs of others. They repeat words for younger children and explain how things work. Children explore the wider world in meaningful ways. For example, they visit the local care home and go shopping for ingredients for baking. Children learn about healthy lifestyles through playing outside and eating healthy meals. Staff encourage children to be active outdoors and to learn how to use equipment safely.

Outcomes for children are good

All children make good progress from their individual starting points. This includes children who speak English as an additional language and those who require additional support. Staff promote children's mark-making and early writing skills. For example, children develop the ability to control chalk as they draw shapes and form the letters of their name on the table top. They build positive relationships and are well supported to develop key skills for their future learning and eventual move on to school.

Setting details

Unique reference number	EY548430
Local authority	Surrey
Inspection number	10109264
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	1 - 4
Total number of places	32
Number of children on roll	36
Name of registered person	Cooper-Best, Kelly
Registered person unique reference number	RP548429
Date of previous inspection	Not applicable
Telephone number	07429507420

Tiny Acorns Preschool registered in 2017. It operates from a Methodist church in Guildford, Surrey. The pre-school opens each weekday, with sessions from 9am to 5pm during term time only. There are five members of staff who hold appropriate childcare qualifications, including the manager, who has a level 5 qualification.

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