

# Little Acorns Pre-School

St John's Church, Church Road, St Johns, Woking, Surrey GU21 7QN



<b>Inspection date</b>	13 June 2019
Previous inspection date	27 September 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

- Children arrive at the nursery 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 understand children's individual needs well and work closely with parents to offer consistency of care.
- The quality of teaching is good. Staff are enthusiastic and motivated practitioners who involve children in a wide range of imaginative learning experiences. For example, children are encouraged to explore making play dough, working as part of a team to count out cups of flour.
- Children with special educational needs and/or disabilities (SEND) are supported well. Knowledgeable staff work with other professionals to identify and support children's individual needs. All children make good progress.
- Staff promote positive behaviour. They give children lots of praise for their achievements, helping to raise their self-esteem. Staff take time to explain to children what is expected of them. Children behave well.
- The manager monitors children's individual progress well. However, she is yet to apply the same detailed analysis to different groups of children to promote the best possible outcomes for all children.
- Staff are keen to continue to improve and develop the provision. They are reflective in their practice and make effective adaptations to the provision to best meet the needs of the children. For example, they recently developed and improved their outdoor environment to promote children's physical play.
- Staff do not plan as precisely as possible to support children's next steps in learning.
- Partnerships with parents are good. Parents are complimentary about the quality of care their children receive. They say the staff are very friendly and approachable.
- The manager has worked hard to address actions for improvement raised at the last inspection. For example, she now monitors staff practice more closely, including regular supervision meetings and observations.

## What the setting needs to do to improve further

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

- strengthen how planning is used to sharply focus on children's next steps in learning
- extend how tracking is used to analyse the progress made by different groups of children, to identify and target any emerging gaps in learning more swiftly.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with children, staff and parents during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at documentation, such as children's records, and sampled policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.

#### Inspector

Amanda Harrison

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. All staff are committed to keeping children safe. Staff have attended safeguarding training and demonstrate a good knowledge of the possible indicators of abuse and neglect. They know the procedures to follow if they are concerned about a child. The manager monitors staff practice through observation and supervision meetings. Staff are encouraged to undertake training to support children effectively. For example, staff have completed behaviour management training to support older boys within the setting. Staff work very closely with other professionals to support families and, in particular, for children with SEND. The special educational needs coordinator is knowledgeable in her role. She supports staff to swiftly identify any additional support that may be required to help children catch up with their peers.

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

Qualified staff use their good understanding of child development to plan a wide range of enjoyable learning opportunities which keep children motivated to learn. For example, children thoroughly enjoy exploring materials that would be suitable to grow cress on. Older children learn to identify letters and the sounds they represent, recognise their names and develop their number skills. All children enjoy listening to stories. They join in with familiar stories, predict what might happen next, and choose to look at books independently. Staff skilfully ask questions that encourage children to think critically and solve problems for themselves. Resources are easily accessible and are suitable for the age range of children attending. Children confidently make choices about what they would like to do and they play happily together. Staff regularly observe and assess children's learning.

### Personal development, behaviour and welfare are good

Children form strong bonds with staff, especially their key person. This supports children's emotional well-being and gives them the confidence to explore their environment and settle well. Staff give children lots of praise and encouragement to support their self-esteem. They promote children's independence well. For example, children prepare fruit and pour their own drinks during snack time. Children are very familiar with the daily routines and expectations of the setting. They respond positively to staff intervention in their play. For example, staff support children to negotiate taking turns as they notice and talk about the different speeds of cars travelling down a piece of guttering. Staff provide daily opportunities for children to enjoy fresh air and exercise, to help support their physical well-being.

### Outcomes for children are good

All children, including those in receipt of additional funding and those with SEND, make good progress in their learning. Older children develop a range of skills that prepare them well for starting school. They develop good concentration skills and listen to one another in group activities. Younger children play collaboratively and follow the instructions given by staff. Children develop their confidence, for example, as they speak in a group as they share books from home.

## Setting details

<b>Unique reference number</b>	EY392763
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10081391
<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 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Pattinson, Michelle
<b>Registered person unique reference number</b>	RP902951
<b>Date of previous inspection</b>	27 September 2018
<b>Telephone number</b>	0747145710

Little Acorns Pre-School registered in 2009. The pre-school is situated in Woking, Surrey and is open Monday, Wednesday and Thursday 9am to 3.30pm, and 9am to 12.30pm on Tuesday and Friday, during term time only. The pre-school is in receipt of early years funding to provide free early education for children aged two, three and four years. There are six staff who work with the children. Of these five hold appropriate early years qualifications, including one member of staff who has qualified teacher status.

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