

Little Acorns Pre-School

Oakwood Primary School, 170 Pendeen Crescent, PLYMOUTH PL6 6QS



Inspection date	3 July 2019
Previous inspection date	1 May 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 well-established staff team is committed to the ongoing improvement of the pre-school. The manager monitors staff performance closely through regular supervision and meetings.
- Staff plan a wide variety of interesting and challenging activities. This enables all children, including those with special educational needs and/or disabilities (SEND), to make good progress from their individual starting points.
- Children settle well at the pre-school. They happily participate in all that is on offer. They develop secure attachments with staff, who are caring and considerate and respond well to children's individual needs. This helps to nurture children's confidence and well-being.
- The pre-school is well supported by parents and committee members. Parents engage well with children's learning and contribute to observations and assessments. They comment that their children are happy and settled and enjoy their time at the pre-school.
- Children are supported well as they prepare to move on to school. For example, staff arrange visits from teachers and information about children's development is shared, which promotes seamless continuity between settings.
- Systems used by staff to plan for children's next steps in learning and development are not always used consistently to ensure that learning and development is fully supported.
- The manager has introduced systems to help her monitor and improve consistency in the quality of teaching. However, she has not been able to fully evaluate the impact of this on staff practice.

What the setting needs to do to improve further

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

- further develop systems used to plan for children's next steps in order to consistently ensure that children's development is fully supported
- evaluate the impact of the systems used for monitoring staff practice to improve the quality of teaching further.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector and manager completed a joint observation.
- The inspector spoke to staff and children and took into consideration written feedback from parents.
- The inspector sampled a range of documentation including accident, incident and injuries records, policies and procedures, the safeguarding policy and children's records.
- The inspector had a tour of the premises with the manager and discussed safeguarding, including risk assessments.

Inspector
Carly Ellicott

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff carry out thorough risk assessments to identify hazards and help minimise risks. They supervise children well. Staff are confident in their ability to promote children's welfare. Management and staff are clear on the correct safeguarding reporting procedure to follow to ensure children are safe and protected. The manager has good knowledge of safer recruitment procedures. Measures are in place that help to ensure staff are suitable to work with children. For instance, the manager and deputy regularly review staff's ongoing suitability and the quality of teaching through regular supervision meetings. Many staff are trained in paediatric first aid, to help support children's health and well-being. Staff keep their professional knowledge up to date. For example, they attend training opportunities which are specifically tailored to the needs of children with SEND.

Quality of teaching, learning and assessment is good

Staff offer children high levels of support and engagement. They know children well and understand their needs and challenges. Staff provide quality intervention, such as speech and language support, which helps children to achieve secure outcomes. Staff regularly observe children during play and can accurately assess their learning and development. They plan a range of challenging activities. For example, staff read engaging stories and extend opportunities for learning with skilful use of story sacks. Staff provide children with an extensive range of activities to encourage mark making both indoors and outside. For example, children enjoy painting with water and making patterns in coloured dough. Children enjoy choosing from a range of books and printed text, such as labels and name tags, which help them to understand that words have meaning. As a result, children are developing rich vocabularies.

Personal development, behaviour and welfare are good

Children move around the pre-school freely and choose where they would like to play. Older children enjoy taking part in fun music and movement activities which helps to develop their listening and attention skills as they march in time to the rhythm. All children are well behaved. They enjoy being independent and helpful. For example, they willingly tidy up and wash their hands before mealtimes. Younger children drink from open cups and enjoy healthy snacks of banana and apple. Children are confident and eager to engage in conversation with adults, for instance they share stories of their favourite toys. Children are familiar with routines and expectations that help to keep them safe. This is demonstrated as children identify the need to put on hats and sunscreen to play outside in the sunshine. Older children know how to store the sunscreen safely and identify which bottle belongs to them.

Outcomes for children are good

Children are very confident. They have good communication skills, are inquisitive and express themselves freely. For example, older children enjoy telling the inspector about their visit to school and the names of their new teachers. Younger children enjoy taking part in group activities, such as water play. They maintain their focus well because staff make sure these activities are inviting and well managed.

Setting details

Unique reference number	117194
Local authority	Plymouth
Inspection number	10109591
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	25
Number of children on roll	27
Name of registered person	Little Acorns Pre-School Committee
Registered person unique reference number	RP517726
Date of previous inspection	1 May 2015
Telephone number	01752 204082

Little Acorns Pre-School registered in 1995. It operates from a classroom in the grounds of Oakwood Primary School, in a residential area approximately five miles from Plymouth city centre. It is open Monday to Friday during school terms, from 8.55am until 11.25am, and 12.35pm until 3.05pm. A lunch club operates from 11.30am until 12.30pm. There are five staff employed to work with the children, four of whom have early years qualifications at level 3 and one who has early years professional status.

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