

# Little Acorns Pre-school

Brancliffe Lane, Shireoaks, Worksop, Nottinghamshire S81 8PW



<b>Inspection date</b>	3 July 2019
Previous inspection date	26 April 2016

<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

- Leadership is very strong. The newly appointed manager is passionate about her role. She is totally committed in her approach in providing the highest quality early years provision. She shares her vision equally with the dedicated staff team and parents. Children benefit from a good introduction to their education and are developing skills in readiness for school.
- Children make good progress from their starting points. Staff successfully involve parents in their children's learning. They share information and communicate extremely effectively with them. For example, parents routinely inform staff of children's learning at home.
- Staff are highly skilled in motivating children to behave exceptionally well. They place an unquestionable focus on providing children with the skills to manage and understand their own feelings and behaviour. For example, they have introduced an interactive display. This is helping children to understand how actions, such as 'snatching', might make other children feel.
- Staff are kind and caring and genuinely enjoy spending time with the children they care for. Children have great relationships with their key person and all other staff.
- Staff show some outstanding teaching skills. They nurture children's language and communication skills very well. For instance, staff have high expectations of children's language and often introduce new vocabulary during play. Staff model the vocabulary first and then ask questions to encourage children to use the words.
- Staff are committed to their professional development. However, the manager is not yet monitoring staff training rigorously enough to evaluate and identify clearly the impact this has on children's outcomes.
- The manager is aware of the need to enhance the planning of activities to support individual children's learning and development. However, this is in the very early stages and not yet shared with staff.

## What the setting needs to do to improve further

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

- strengthen the monitoring of staff training to enable the management team to evaluate the impact training has on children's outcomes
- improve the planning of activities to ensure consistently high levels of challenge and maximise the learning potential for all children.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to the chair of the pre-school committee and held a meeting with the pre-school manager. She looked at relevant documentation, including evidence of the suitability of staff and committee members.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector completed a joint observation of an adult-led activity with the pre-school manager.

**Inspector**  
Carly Polak

## Inspection findings

### Effectiveness of leadership and management is good

The manager prioritises children's health, safety and well-being. Arrangements for safeguarding are effective. Staff receive and contribute to training and discussions about safeguarding and child protection. This helps to ensure staff remain alert to the different indicators that suggest a child may be suffering from harm. Staff know which agencies they need to refer any concerns to. The manager is ambitious and leads her team well in a programme of reflective practice and ongoing improvement. For example, staff are improving their practice to support children's understanding of diversity. This helps children to understand about differences between themselves and others. Staff benefit from a good range of opportunities to help keep their knowledge and skills up to date. They attend ongoing training and participate in regular staff meetings. This is helping to maintain the high-quality provision.

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

Staff create indoor and outdoor environments that are stimulating and carefully planned. For example, staff have recently moved the construction area into a quiet space. This allows children to focus on their play without being interrupted. Consequently, children are motivated learners. Staff engage well with children and respond superbly to their interests. For example, children become captivated in activities that support their imagination. When children spy 'aliens' in the sky, staff become deeply involved in their play. They use their experience and knowledge gained from qualifications to weave in opportunities to extend children's learning even more.

### Personal development, behaviour and welfare are good

Staff are adept at helping children to feel safe and secure. They provide settling-in periods and are responsive to children's individual needs. Staff work closely with parents to help ensure all children have consistency in their care and learning. Children respond positively to meaningful praise and encouragement. They are keen to share what they know. For example, children confidently take turns to recite, act out and bring to life a favourite story. Children are well supported to lead healthy lifestyles. They enjoy participating in movement sessions and play outside daily. Furthermore, staff support children to understand the effects of exercise on their bodies. They encourage children to stand still during the movement session and feel how fast their heart is beating. Children show a growing understanding of how to stay safe in the sun. They tell visitors that sun hats and sun cream are needed in the sunshine.

### Outcomes for children are good

All children make good progress in their early literacy skills. Older children enjoy writing letters to the 'aliens' they have found. Younger children excitedly recreate a favourite story outside. Children develop good mathematical skills, counting to 15 and starting to understand that if you put together the numerals 1 and 5 they make the same number. Children develop social skills as they work together to make their own 'moon dough'. They work with a partner and wait their turn to pour in the ingredients. These are skills that will help support children to be prepared for their next stage in learning, including school.

## Setting details

<b>Unique reference number</b>	253063
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10072671
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Little Acorns, Shireoaks Committee
<b>Registered person unique reference number</b>	RP901851
<b>Date of previous inspection</b>	26 April 2016
<b>Telephone number</b>	01909 506 666

Little Acorns Pre-school registered in 1984. It is open Monday to Friday during term time only. Sessions run from 8.30am to 3.30pm. In total, eight staff work with children, all of whom hold early years qualifications. The pre-school provides funded early education for two-, three- and four-year-old children.

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