

Acornwood Pre-School

8 Links Way, FARNBOROUGH, Hampshire GU14 0NA



Inspection date	11 July 2019
Previous inspection date	25 May 2016

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 manager, who is new to her role, is dedicated and ambitious. She leads her staff team well and works closely with the pre-school committee to drive improvement. For instance, she has recently implemented changes to improve opportunities for children to learn about how to use technology purposefully.
- Parents speak positively about the pre-school and how staff help older children to be prepared for their eventual move to school. For example, they help children to gain confidence in being independent and support them in being inquisitive and motivated learners.
- Children behave well. Staff are good role models and treat children with kindness and respect. Children are polite and courteous and play cooperatively with their friends as they build strong bonds with each other.
- Staff place a strong focus on helping children learn about the natural world. For instance, recent changes to the outside play space have helped children learn how to grow, harvest and eat the fruits and vegetables they have successfully grown.
- Children engage well in group activities, such as music and movement games, where they practise their listening, turn-taking and concentration skills. They enjoy choosing and singing favourite rhyming songs and experiment with using musical instruments to make and listen to the sounds they create together.
- Staff make accurate observations and assessments of children's learning to monitor their good progress. However, planning for children does not sharply focus on what they need to learn next, to help them make better possible progress.
- The manager completes regular supervision meetings with staff. However, she has not considered how staff can gain skills and knowledge that will be the most useful in helping them support the children they have attending.

What the setting needs to do to improve further

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

- improve planning to focus more precisely on what children need to learn next, to help them achieve the best possible outcomes
- focus staff professional development more precisely on gaining skills and knowledge that can be used to enhance the support for individual children's learning, based on their particular needs.

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 spoke with children, staff and members of the committee at convenient times during the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector completed a joint observation with the manager.
- The inspector sampled a selection of the pre-school policies, looked at evidence of suitability of all staff, children's records and discussed self-evaluation with the manager.

Inspector

Tara Naylor

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff make good use of training initiatives to develop their understanding of how to keep children safe. They understand how to identify and report any child protection concerns, to maintain children's welfare. The manager implements effective recruitment procedures to ensure that all staff are suitable to work in the pre-school. Staff work well together and there is a happy and relaxed atmosphere. Parents comment positively on the way staff support children and their families. Staff build strong links with local schools, to enable good transition experiences for older children. This supports children's emotional well-being as they move on to the next stage of their education.

Quality of teaching, learning and assessment is good

Staff provide a wide range of interesting activities which motivate children's play and learning. Staff readily join in with children's play and capture opportunities to build on what children know and can do, following their individual interests. For instance, as children join in with music time, staff teach them how to blow the recorder and shake the maracas in time with the music. Children concentrate extremely well in activities. They enjoy learning and persevere in new activities as they gain confidence in their growing abilities. For example, staff teach younger children to use knives to spread butter and cut up their toast at snack time. They praise children as they successfully master these new skills. Staff make regular assessments of children's progress and share these with the manager, who monitors their progress closely. Staff share children's key achievements with parents, to keep them informed of their overall good progress.

Personal development, behaviour and welfare are good

Children develop good relationships with staff, who are sensitive to their individual needs. This helps to support children's emotional needs effectively. Staff capture good opportunities to help children learn to keep themselves safe. For instance, they explain to children the importance of appropriate ways to sit on chairs, to prevent them falling and hurting themselves. Staff encourage children to practise positive behaviours during play with others, for example when they remind children to use 'gentle hands' and to take turns. Children enjoy a variety of activities to build on their physical skills, including in active play. For instance, as they take part in nursery rhymes children practise marching and racing games as they navigate around their friends carefully.

Outcomes for children are good

All children, including those who speak English as an additional language, are supported well, to make good progress from their starting points. Older children gain good levels of concentration in activities and are keen to learn. Younger children develop good communication and language skills. For instance, they confidently name the yellow and blue plates as they choose which one they would like at snack time. Older children gain good literacy skills. For example, they confidently find cards with their name written on. This helps to support their early reading skills in readiness for school.

Setting details

Unique reference number	109949
Local authority	Hampshire
Inspection number	10063281
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	2 - 4
Total number of places	26
Number of children on roll	32
Name of registered person	Acornwood Pre-School Committee
Registered person unique reference number	RP517938
Date of previous inspection	25 May 2016
Telephone number	01252 512 430

Acornwood Pre-School registered in 1987. It operates from Southwood Community Centre in Farnborough, Hampshire. The pre-school is open from 9am to 2.45pm on Mondays and Tuesdays and from 9am to 12.45pm on Wednesdays and Thursdays during term time. There are five members of staff. Four hold relevant early years qualifications at level 3 and one is qualified at level 2. The pre-school is in receipt of funding for the provision of free early education to children aged three and four years.

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