

Inspection of Little Acorns Pre-School Moulton

Moulton Community Centre, Sandy Hill, Reedings, Moulton, Northampton,
Northants NN3 7AX

Inspection date: 5 December 2019

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children and their parents are greeted warmly and attentively by managers and staff at the pre-school. The indoor and outdoor areas of the pre-school have a rich, balanced range of exciting activities that capture children's interests for learning. Children happily focus attention on their play and learning with great enthusiasm. Staff have extremely high expectations for all children. Children's behaviour is exemplary. They demonstrate an excellent understanding of agreed rules for kind and helpful behaviour. Children have wonderful attachments with staff, which provide them with a complete sense of security and safety. Older children support the emotional needs of younger children superbly, such as placing an arm across the back of a younger child to provide reassurance while they are painting at easels together.

Children have freedom to explore and experience the outdoor environment. Staff are very perceptive and use this skill to observe children's interests to extend their learning. Children draw wiggly lines with chalk and their discussions turn to worms. Staff encourage this interest. Children then explore the outside area for worms. Staff question carefully, giving children time to think and respond. They encourage children to enrich their language with new words and to investigate and develop an understanding of the natural world. Children make links in their learning. For example, they sing a spontaneous rendition of the 'Wiggly Worm' song.

What does the early years setting do well and what does it need to do better?

- Leaders and managers are ambitious and offer children high-quality care and education. Good self-evaluation by leaders helps them understand where they are at and set the vision for the improvement of the curriculum. Managers and staff demonstrate excellent teaching and have secure emotional attachments with children. Staff are highly positive about the levels of managerial support. The team is dedicated to the children and works exceptionally well together.
- Leaders prioritise the professional development of managers and staff. There are high levels of qualified staff. Managers hold early years teacher status and all staff have at least a level 3 childcare qualification. There is an extensive programme of training opportunities for managers and staff. They use up-to-date knowledge and skills to meet children's individual needs. Children make rapid progress and achieve the best possible progress in their development.
- Leaders ensure that there is a full and inclusive early education experience for all children. They provide exceptional personal support for children with special educational needs and/or disabilities and their families. Parents comment that leaders attend agency meetings with them to provide additional support in assessment processes for their child. Managers and staff use their astute knowledge of each child to help close any gaps in children's attainment. They

implement teaching methods that are specific to each child so that they maximise opportunities to progress.

- Staff understand the intention of the curriculum and implement a rich programme of activities. They use their knowledge of children's individual progress to plan precisely for their next stage of learning. The high-quality levels of teaching are based on what children know and can do, and what they could usefully learn next. The curriculum is well balanced to provide opportunities for both child-initiated and adult-led learning. Children demonstrate exemplary levels of behaviour and active learning.
- The development of children's speech, language, and literacy is promoted highly within the pre-school. Staff model language for children. For example, as children create a roadway in the play area outdoors, the staff help children to link words to important actions, such as the command words to 'stop' and 'go' for traffic control and road safety. The consistent use of books is integral to the curriculum. Staff read to children individually and in groups throughout the day. Children show excellent attention to stories, and handle books extremely well. They have a love of books and their narrative. Staff help parents to extend their child's learning at home, including reading, through a book-lending library arrangement.
- Children show high regard and respect for others and demonstrate admirable levels of confidence in social situations, for example, contributing to group discussions and explaining their knowledge of the pre-school behaviour rules.
- Children enjoy a rich set of experiences to better understand the wider community and the world around them. For example, staff use planned opportunities for children to engage with farm animals and meet with community police officers.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident and informative when explaining child protection issues. They fully understand their responsibilities in respect of safeguarding children's welfare and express a firm commitment to follow correct child protection procedures. Staff have excellent knowledge of the wider aspects of safeguarding, such as the 'Prevent' duty. All managers and staff have completed relevant child protection training. Managers and staff monitor any unexplained absenteeism to assess whether there are any linked safeguarding issues. The premises are safe and secure for children to use and are maintained to an excellent standard.

Setting details

Unique reference number	EY548544
Local authority	Northamptonshire
Inspection number	10130095
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	32
Number of children on roll	44
Name of registered person	Little Acorns Partnership
Registered person unique reference number	RP528777
Telephone number	01604 499697
Date of previous inspection	Not applicable

Information about this early years setting

Little Acorns Pre-School Moulton registered in 2017. It operates from the village of Moulton, Northamptonshire. There are nine staff at the pre-school who work with the children. Of these, four have early years qualifications at level 3, two at level 4, and one at level 5. Managers have level 6 early years qualifications, one with early years teacher status and one with early years practitioner status. The pre-school operates term time only, providing various sessions between 8am and 4.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mark Evans

Inspection activities

- The inspector held discussions with the managers, staff, parents and children during the inspection.
- The inspector completed a learning walk with the manager around all areas of the pre-school to understand how the premises and curriculum are organised.
- The inspector looked at relevant documentation, including staff's training records, safeguarding policies, evidence of the suitability of staff, accident records, medication records and children's attendance records.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the management team.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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