

Inspection of Little Acorns Pre-School

Oakthorpe Primary School, School Street, Oakthorpe, Swadlincote, Derbyshire
DE12 7RE

Inspection date: 6 December 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they are happy and feel safe and secure at the pre-school. All staff have high expectations for the children. They organise a curriculum that is exciting and follows children's needs and interests well. Children's behaviour is good. They are learning to take turns and play together cooperatively. Staff give children clear reminders of the rules and boundaries of the setting, which they successfully demonstrate their understanding of. Children know how to problem-solve. They use a timer when they want to take turns using certain resources and say, 'That is good sharing'. Children listen to one another and show respect during small-group times. They are friendly. Children smile and chat to visitors and enjoy sharing stories and experiences from home.

Children are eager learners who enjoy participating in a range of activities. They are confident and motivated to learn. Children have lots of opportunities to develop their early writing skills. They self-register and identify letter and phonetic sounds in their names. Children make marks with a variety of items. They use sticky notes to label areas of the environment and tell the staff 'this says door' as they display the home-made signs around the pre-school. Children enjoy sensory experiences. They roll and squeeze play dough into 'long fat sausages' and join in singing a familiar rhyme. They squeal with delight as the sausages 'pop' and disappear.

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

- Managers have worked hard to address weaknesses identified at the previous inspection. They have attended training on managing behaviour and shared this with staff, which has impacted on staff's interactions with children. Managers and staff evaluate the provision regularly and make effective plans to improve the children's learning and enjoyment.
- Staff get to know all children well. They complete regular observations on the children and use their assessments to identify any gaps in learning and development. Staff plan effectively for interventions and next steps, which closes any gaps in learning. All children make progress in their learning and development. They are well prepared for their next stage of learning.
- The provision for mathematics is strong. Staff help children to develop a secure understanding of number, shape and measurement. Older children were provided with opportunities to learn mathematical concepts such as 'big' and 'small' when building towers from bricks. They sustain their interest while they focus on developing their skills to balance and construct tall towers. Children use tape measures with growing skill to measure objects and identify familiar numbers.
- Staff are good role models and engage with children as they play. Children become quickly engaged with the interesting resources that are set up to

provoke learning. They are encouraged to make links in their learning and relate to their previous experiences. For example, as children mould sand, staff encourage them to talk about their favourite pizza toppings. However, at times, staff miss opportunities to interact with the less confident children to ensure they are fully engaged and immersed in learning.

- Staff support children to develop an understanding of how to lead a healthy lifestyle. Children know the importance of handwashing before snack time. They confidently use knives as they butter their own toast during snack time. This builds on children's independence and self-care skills well.
- Children benefit from a variety of new and valuable experiences and become exposed to opportunities that they may not otherwise experience. They learn about differences and similarities within their community, for example by celebrating the Jewish New Year and Diwali and making cards for their Christmas celebrations. This helps children to develop a positive view of themselves and others and to gain an understanding of the wider world.
- All staff establish positive relationships with parents and keep them informed and involved in their children's learning. Staff encourage parents to take part in activities. For example, parents are invited to a Christmas craft session. Staff provide parents with interesting activities to support their child's learning further.
- Children have daily opportunities to go outdoors, be active and get fresh air. Children are observant and enjoy opportunities to explore their environment and learn about the natural world. For instance, the staff provide outings in the community for 'noticing walks' where children look for local landmarks and items of interest, such as the wind turbines.

Safeguarding

The arrangements for safeguarding are effective.

The managers understand their responsibilities as the designated safeguarding leads. Staff know the signs and symptoms to look for and the procedures to follow if they have any concerns about a child's welfare. Staff have received regular training on safeguarding to help them feel confident in understanding their roles and responsibilities. Staff teach children about keeping safe and help them to develop an awareness of the importance of their own well-being. Managers conduct safer recruitment procedures and ensure that staff remain suitable in their roles.

What does the setting need to do to improve?

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

- enhance the quality of interactions with the less confident children, ensuring they are fully engaged and immersed in learning.

Setting details

Unique reference number	226232
Local authority	Leicestershire
Inspection number	10090928
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 5
Total number of places	24
Number of children on roll	15
Name of registered person	Little Acorns Pre-School Committee
Registered person unique reference number	RP907719
Telephone number	07517636737
Date of previous inspection	13 December 2018

Information about this early years setting

Little Acorns Pre-School registered in 1998 and is located in Swadlincote, Derbyshire. The pre-school employs four members of childcare staff, three of whom hold appropriate early years qualifications. The pre-school opens from Monday to Friday, during term time only. Sessions are from 9am until midday on Mondays and from 9am until 1pm for the remainder of the week. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Barlow

Inspection activities

- The inspector completed a learning walk with one of the managers and discussed how the early years provision is organised.
- The inspector spoke to children and parents, and viewed parents' written comments to help take account of their views.
- The inspector held a meeting with the pre-school managers. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff during the inspection.
- The inspector observed the quality of the teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.

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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