

Inspection of Little Acorns Bersted Green

Bersted Green Primary School, Laburnum Grove, BOGNOR REGIS, West Sussex
PO22 9HT

Inspection date: 27 May 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are very happy and thoroughly enjoy their time at the nurturing and inclusive pre-school. The caring manager and staff are passionate about building children's confidence and self-esteem, and this is at the heart of their practice. For example, children's efforts and achievements are warmly rewarded through 'Star of the week' certificates and consistent praise. As a result, children are secure, confident in their abilities and are eager to try new things. They are very sociable, well behaved and form strong bonds with each other and with staff.

Overall, staff have high expectations for all children, particularly for those who speak English as an additional language or receive additional funding. Staff quickly get to know any gaps in children's learning, and they work hard to ensure all children achieve. For example, they have recently added more bilingual books to the 'lending library', helping to ignite all children's love of reading at home. Parents are thrilled with this support and at how well their children are progressing. Children's language development is given high priority, and they are learning to communicate well. They learn new words quickly, and the older children express themselves confidently, using full sentences. Children with gaps in their development are catching up quickly due to the strong and consistent support of the dedicated staff.

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

- The manager and the staff are supported very well by a strong and dedicated senior management team, led by the headteacher of the adjoining primary school. Together, they have a strong vision for the pre-school and reflect continuously on how they can improve. For example, staff are currently working towards qualifications in 'wild beach school' to help broaden children's experiences of nature and wildlife. Leaders monitor practice closely, offering targeted training, guidance and coaching to all staff. They are aware of the need to focus staff's upcoming professional development on further extending older- and most-able children's learning. For example, during the inspection, staff did not consistently make the most of their interactions to encourage problem-solving and offer higher levels of challenge.
- Leaders and staff implement a focused and well-planned curriculum, based on closing gaps in children's knowledge and preparing them for school. The pre-school caters for a high proportion of children who speak English as an additional language and receives additional funding and meets their needs particularly well. There is a strong focus on language and literacy, behaviour, social skills and physical development. All children make good progress and are well prepared for the next stage in their education. They recognise letters and their sounds, write their names and use tools, such as scissors and knives

skilfully. Children are particularly physically active and show strong skills, coordination and balance as they confidently explore the stimulating garden. Children's move to the adjoining primary school is handled with the utmost care and consideration, giving them every opportunity to flourish.

- Staff support children's behaviour consistently well and children respond positively to their high expectations. Children are very kind, considerate and respectful of one another and spend a lot of time developing their play in groups. For example, children delight in cooking each other pretend meals, driving others around the garden on ride-along cars and searching for insects. They are very aware of the pre-school rules and confidently keep themselves safe as they climb, cut fruit and ride around the garden.
- The experienced and well-qualified staff know the children very well. They fully understand what children know and can do and use this to plan effectively for children's learning. For example, children enthusiastically discuss healthy food as they cut out pictures to stick on paper plates, making 'healthy meals'. They confidently know what is and is not good for their health, and staff introduce new words, such as 'kale', to broaden children's knowledge further. Overall, staff are very supportive and attentive to children's needs. However, at times, the manager and the staff do not deploy themselves in the best way to consistently give children the highest levels of support in their learning. For example, at times, during the inspection, although most of the children were in the garden, more staff than necessary remained inside. This impacted their ability to fully support some children's learning outdoors.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff have a thorough understanding of how to identify potential signs and symptoms of abuse and the procedures they would follow to report any concerns. This helps to fully support the welfare of children. Leaders use vigilant recruitment processes to guarantee the suitability of staff who work directly with the children. Staff receive consistent training and opportunities to update their knowledge of wider and changing safeguarding issues, such as protecting children from extreme views and behaviour. They work hard to provide a safe and secure environment for children.

What does the setting need to do to improve?

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

- focus staff professional development on giving older- and most-able children more opportunities to problem-solve and attempt challenges
- encourage staff to move more effectively throughout the setting to ensure they are in the right place to fully support children's learning at all times.

Setting details

Unique reference number	EY549361
Local authority	West Sussex
Inspection number	10123485
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	41
Name of registered person	Little Acorns Bersted Green Pre-School
Registered person unique reference number	RP549360
Telephone number	01243 822885
Date of previous inspection	Not applicable

Information about this early years setting

Little Acorns Bersted Green Pre-School registered in 2017. It operates from a building in the grounds of Bersted Green Primary School in Bognor Regis, West Sussex. The pre-school employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and level 4. The pre-school opens from Monday to Friday, term time only. Sessions are from 8.50am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ben Parsons

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The Inspector discussed the impact of the pandemic with the provider and has taken that into account in his evaluation of the provider.
- The inspector was given a tour of the pre-school by the manager and carried out a learning walk to discuss the curriculum.
- The manager and the inspector discussed the play activities and children's learning during the inspection and undertook a joint observation of an activity.
- The views and opinions of the staff, children and parents were taken into account during the inspection.
- The inspector observed children's play, indoors and outside, and assessed the impact of staff teaching.
- The inspector sampled some of the setting's documentation, including staff suitability records.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021