

Inspection of Golden Acorns

Chilmark C Of E Primary School, The Street, Chilmark, Salisbury, Wiltshire SP3 5AR

Inspection date: 12 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 happy, settled and share warm and close relationships with the staff. They choose for themselves whether to play inside or out and enjoy a wide range of exciting and interesting learning experiences. Children have good opportunities to develop many skills as they follow their interests and share positive interactions with their peers.

Managers and staff have high expectations of the children and are committed to helping them make the best possible progress. Those children who are new and in need of support are offered plenty of reassurance and cuddles to build their confidence. Children are enthusiastic and curious. Whether they are exploring dinosaurs or serving pasta from the mud kitchen, they play extremely well together. Children's behaviour is exemplary. They are highly skilled at managing minor conflicts for themselves and have an excellent understanding of how their behaviour has an impact on other children's feelings.

During the COVID-19 pandemic national lockdowns, the setting only closed for a short while and then reopened for most children. For the children who could not attend, staff remained in contact and provided a range of activities in a 'work bag' to help all children feel included. Staff remain focused on supporting children's social development and emotional well-being, especially for those children who have had limited social experiences due to the pandemic.

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

- Children demonstrate high levels of focus and self-control. They have an excellent understanding of expectations for behaviour, and their play is inspirationally harmonious. Older children are seen placing a comforting arm around younger children to help and support them, for example when getting dressed for outside play. Children have an exceptionally positive attitude to learning, engaging in all activities with high enthusiasm and commitment.
- Managers and staff get to know the children well. They find out what children already know and can do and plan an exciting and varied curriculum based on children's interests and learning needs.
- Parents are very happy with the provision and are extremely complimentary about the staff. They feel very well supported and comment positively about how well the staff get to know their children and how happy their children are.
- Older children develop a love of books and stories. They listen well to a story at group time. They join in with familiar phrases and fill in the missing word from sentences of a favourite story. Staff use their voices well to bring stories to life for younger children. They use puppets, and children take turns to act out the story. However, occasionally, staff complete routine activities such as nappy

changing and toileting while group activities are taking place. Consequently, noise levels rise, which makes it difficult for some children to concentrate and participate fully.

- Children take part in a wide range of activities which they thoroughly enjoy. They manoeuvre wheeled vehicles outside, skilfully negotiating pathways. They help one another to build a track and play out different play scenarios with the small trains. However, children do not have as many opportunities to count and use numbers, particularly in routine activities such as snack time.
- Children learn about the importance of keeping themselves healthy. They know to wash their hands after playing outside and before eating. Older children independently wipe their noses and know that they need to put the tissues in the bin afterwards.
- Managers and staff review the provision regularly and use reflection effectively to identify areas for improvement. They assess areas of the pre-school frequently to ensure that children use it well to support their learning. For example, they have divided the room into two areas so that younger children have their own space. This has helped the children to feel even more safe and secure.
- Managers and staff support children's communication and language skills well. They actively listen to children, while engaged in activities. They introduce new words such as 'hatching' and 'melting' while the children explore the dinosaurs, explaining what the words mean to increase children's understanding further.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of safeguarding procedures. They keep their safeguarding knowledge up to date and are aware of their role and responsibilities to protect children from harm. Staff have a good understanding of whistle-blowing and know who to contact if they have a concern. Managers complete thorough risk assessments and minimise hazards to ensure that the premises are suitable and safe. Managers follow robust recruitment procedures, to ensure that they employ only those who are suitable to work with children. They monitor staff's ongoing suitability through providing regular opportunities for discussion and coaching.

What does the setting need to do to improve?

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

- use daily routines more to develop older children's mathematical knowledge further
- review the organisation of changeover times to ensure that noise levels do not rise so children can fully concentrate.

Setting details

Unique reference number	EY562149
Local authority	Wiltshire
Inspection number	10190914
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 6
Total number of places	16
Number of children on roll	16
Name of registered person	Tubb, Tracy Dawn
Registered person unique reference number	RP562148
Telephone number	01722716228
Date of previous inspection	Not applicable

Information about this early years setting

Golden Acorns registered in 2018. It operates from Chilmark C of E Primary School in Chilmark, Wiltshire. The pre-school is open Monday to Friday, from 7.30am to 6pm, all year round except for bank holidays and one week at Christmas. It offers a breakfast and after-school club. There are four members of staff, of whom three hold level 3 qualifications.

Information about this inspection

Inspector

Michelle Heimsoth

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The manager, deputy manager and the inspector completed a learning walk and discussed the early years curriculum.
- The inspector spoke to parents and took their views into account.
- The inspector observed children's interactions in play indoors and outdoors and had discussions with staff about learning and development.
- Children spoke with the inspector during the inspection.

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