

Inspection of Ruardean Acorns

Ruardean C of E Primary School, School Lane, Ruardean, Gloucestershire GL17 9XQ

Inspection date: 3 March 2022

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

What is it like to attend this early years setting?

The provision is good

Children are happy and settled. The manager and staff plan an exciting curriculum to engage and teach children well. Children take part in varied activities that help them to learn and develop, including for when they move onto school. Children get the chance to play games and be physical in the school hall, join in playtimes in the school playground, and learn about nature and wildlife when exploring the forest area.

Children investigate and experiment as they play. They have real food in the play farm. They tell staff that the lentils are 'hard and spiky'. They melt ice cubes in their hands to create a pond for the pretend ducks. They tell staff it is because their hands are hot that the ice turns back into water. They talk about the cows and that they get milk from them.

Children are creative and use their imaginations. Some children work together to make a 'tea party'. They share pasta out onto different plates, make 'cups of tea' and share these with staff and friends. Others find stickers and wrap them around twigs then use coloured pens to create rainbow twigs.

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

- Children are highly motivated. They cooperate superbly with others. For example, older children pass wooden blocks to younger ones so that they can help to build towers. They show patience when younger children knock the tower down. They encourage others to help rebuild them.
- The manager and staff know what children need to learn and achieve. They watch children to see what interests them. They provide different activities to encourage children to try new things. For example, they set out foam in a tray outdoors. Children dip their hands in, making patterns and commenting on the shapes. Other children bring over their favourite toy dinosaurs. Staff show them how they can 'stomp' the dinosaurs in the foam and make tracks, which children copy.
- Children share and take turns brilliantly. They pass round plates and cups to each other at snack time. They know the rules to follow and manage appropriate risks. For instance, when wanting to cut with the scissors, children tell staff and remember that they need to sit down. They say that this is to make sure that they do not hurt themselves or others.
- Staff support children's communication and language. They comment on what children are doing and ask questions. For example, when children are playing with the wooden blocks, staff ask them to name colours. They make suggestions and offer help. However, staff sometimes miss opportunities to extend the learning further. They talk quickly and sometimes give answers before children

have time to think of responses.

- Children recall learning and make connections. As they play with the puppets, they recognise who they are and what they do. Children tell staff that the doctor 'makes people better', the police 'help you get home if you get lost' and 'catch baddies', and fire fighters put out fires. They talk animatedly about the fire fighters as they look at books about them. They point out the ladder, saying it is needed to reach the roof. They talk about how the hose takes the water to the fire and the jackets are shiny so other people can see them.
- Children concentrate well. They keep trying even when they come across difficulties. For example, they work out that putting a flat shape at the end of thread helps to keep other beads and reels in place. Staff show younger children how they can put their coat on and praise them when they succeed.
- Staff read stories with children. They ask questions about the characters and get children to point out features in the pictures. They engage well with children but sometimes miss when quieter children want to join and listen too.
- Key persons and the special educational needs coordinator work in partnership with parents and other agencies to support children's development. Children's needs are identified quickly. Parents comment positively about the help and support children receive. Children with special educational needs and/or disabilities are well supported and make good progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff put children's safety and well-being first. The manager makes sure that staff have up-to-date knowledge about protocols for keeping children safe. Staff know and understand when and how to refer concerns about children. Recruitment systems are robust and ensure staff suitability extremely well. The manager makes sure that staff receive regular supervisions and opportunities to develop skills. They put in place new training and advice from other professionals to help all children well. Due to being on a school site, staff make sure that they follow school security arrangements. They carry out their own risk assessments on the places that children use to ensure they are safe.

What does the setting need to do to improve?

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

- improve the way staff use opportunities during activities to extend children's learning and development
- make sure staff take note of and support quieter children to help them to join in and engage in activities.

Setting details

Unique reference number	511782
Local authority	Gloucestershire
Inspection number	10124207
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 at time of inspection	2 to 4
Total number of places	24
Number of children on roll	21
Name of registered person	Ruardean Acorns Committee
Registered person unique reference number	RP520075
Telephone number	01594 808865
Date of previous inspection	23 June 2015

Information about this early years setting

Ruardean Acorns registered in 1999. It operates from the site of Ruardean C of E Primary School, Ruardean, Gloucestershire. Ruardean Acorns is open from 8am to 5pm, Monday to Friday, during term time. The setting is also open Monday to Friday, 8am to 5pm, during some holidays. There are seven staff, including the manager, who work directly with the children. Two members of staff hold appropriate childcare qualifications at level 4 and three staff hold appropriate childcare qualifications at level 3. The setting receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Anita McKelvey

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 their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke with the manager and chair of committee about the leadership and management of the setting.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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