

# Inspection of Acorn Under Fives (Birstall)

Highcliffe Primary School, Greengate Lane, Birstall, LEICESTER LE4 3DL

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Inspection date: 19 May 2022

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

## What is it like to attend this early years setting?

### The provision is good

Children are supported to gain the skills that they need for moving on to the next stages of their education, and beyond. They develop their creativity and ability to express themselves through art as they paint using their hands. Children go on to independently wash their hands after this activity, showing that they are learning to take care of themselves. Children develop their physical skills as they confidently explore the exciting garden, which staff have thoughtfully designed in a way that promotes their safety and learning. They build strong relationships with friends using a see-saw, where turn taking and playing with another child is essential. Children engage in conversations as they invite friends into their game saying, 'Would you like to play on the seesaw with me?'

Children are developing an understanding of the world around them. Children play with water, for example, to bathe their baby dolls, but they are taught by staff that water is valuable. They learn about recycling through a group time activity and now separate their lunch wrappers into the different recycling bins that staff provide. Children dispose of their leftover snack into a compost bin. They know the compost will help their plants grow.

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

- Staff have excellent partnerships with parents. Support for families stretches far beyond working solely with the children in the pre-school. Families receive timely referrals to services that can help them. The provider runs a toddler group from a separate room within the pre-school. This supports children's smooth transitions as they move on from attending the toddler group to starting at the pre-school. Staff share detailed information with parents, which encourages their involvement in children's learning at home. They provide a variety of leaflets, for example, to support parents in getting their children ready for school. Parents praise the setting for the support and help they receive.
- Staff reflect on their practice and attend training to help them further support children's communication and language development. They identified that this was an area to focus on following the COVID-19 pandemic. Staff use musical instruments to help develop children's listening and attention skills. They support children to recognise the differences in the sounds they hear. Staff develop children's skills further during a game of hide and seek. They encourage children to use their ears to hear sounds which might help them find their friends, such as rustles in the bushes. These activities help children to secure the skills they need for having a conversation.
- Children are supported to develop healthy lifestyles. Staff help children to make healthy choices by explaining about different food groups during snack time. Children select a balance of fruit and toast. Staff have created a display for

parents, informing them of the amount of sugar in different soft drinks. This helps parents make decisions about what drinks to offer their children at home.

- Staff encourage children to tidy away at the end of the session as part of a group activity. However, staff do not always support children to take responsibility for their own belongings and the resources that they use. For example, when children change into their wellington boots to go outside, they leave their shoes in a disorderly manner at the door.
- Children are enthusiastic as they explore the different areas of the garden. At times, staff do not support children to understand the possible effect when their play becomes too boisterous. For example, children play with sticks and have minor accidents. Staff are attentive to the accident but do not explain to children that their games can sometimes become unsafe.
- The manager uses additional funding in ways that benefit children. It is used to widen children's experiences. For example, to provide opportunities for children to have lunch with their peers, within the setting and at local cafes. It is also used to provide children with extra staff support where needed. Additional staff are employed to help children with special educational needs and/or disabilities. They provide tailored care and help to further children's learning opportunities.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are alert to the risk factors that could make a child vulnerable. They recognise the signs which may suggest a child is unsafe in their home or the community. They know what to do if they have a child protection concern. The manager provides regular opportunities for staff training. She confirms staff's knowledge through quizzes and activities at staff meetings. The manager ensures the ongoing suitability of staff. Children play in a safe environment, which staff risk assess regularly. All staff hold up to date paediatric first-aid certificates, which mean they can respond appropriately if a child has an injury.

## What does the setting need to do to improve?

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

- support staff to develop children's sense of responsibility by consistently reinforcing messages about taking care of their learning environment
- help staff to identify when they can develop children's understanding further around playing in a safe way.

## Setting details

<b>Unique reference number</b>	226252
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10138574
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Acorn Under Fives Committee
<b>Registered person unique reference number</b>	RP522147
<b>Telephone number</b>	01162672795
<b>Date of previous inspection</b>	27 October 2015

## Information about this early years setting

Acorns Under Fives (Birstall) registered in 1983. The pre-school employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 to 6, including the manager who holds early years professional status and qualified teacher status. The pre-school opens from Monday to Friday term time only. Sessions are from 8.30am until 11.30am and 12.30pm until 3.30pm. Children can also attend a lunchtime session running from 11.30am until 12.30pm. The pre-school provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Charlotte Whalley

## 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 and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children confidently communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of a small group activity with the manager.
- The inspector spoke to four parents and one sibling during the inspection and took account of their views.
- The inspector spoke to staff at appropriate times throughout the inspection.
- The inspector spoke to the chair of the management committee during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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