

Inspection of Little Acorns Playgroup

South Street Baptist Church, South Street, Brierley Hill, Staffordshire DY5 2RR

Inspection date: 21 June 2022

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

This positive and vibrant staff team recognises the uniqueness of each child's experiences and development. Staff use this information to create challenging and interesting experiences for children.

Children listen and pay attention exceptionally well during circle time. They join in with discussions about the weather and count the children present that day. Children enjoy singing familiar songs and do the accompanying actions with plenty of enthusiasm and excitement. During such times, they learn about simple concepts, such as 'loud' and 'quiet', 'slow' and 'fast' and counting forwards and backwards.

Staff help children to learn about science and nature by growing their own food, such as tomatoes and spinach. Children watch as the plants grow and change in size and shape and learn how to take care of them. They discover first hand where food comes from.

Children focus intently as they explore, pull apart and cut the sweet-smelling and brightly coloured flowers into little pieces. They laugh and squeal as they squeeze the spray bottle and squirt water at each other. These are some of the ways that children learn to develop the physical skills needed for early writing.

Children enjoy playing with the pretend frog life cycle resources. They stick their fingers in the chia seed which looks just like frogspawn and engage in pretend play with the different-coloured frogs sat on lily pads.

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

- The manager analyses the progress of individual and specific groups of children. She identifies any gaps in children's learning and puts plans in place to address these. The manager makes sure that every activity is challenging and interesting for the different ages and stages of children attending. Where required, she makes appropriate adaptations to activities, or introduces new resources, to meet the needs of children with additional needs.
- The special educational needs coordinator is highly skilled at coordinating the playgroup's response to children with special educational needs and/or disabilities. She skilfully advises and supports staff and parents, and regularly liaises with other professionals. This joined-up approach helps these children to make the best possible progress.
- The manager places a strong emphasis on promoting children's early literacy skills. For example, children identify their names on arrival and listen intently to stories each day. They can choose a book to take home and share with their

parents. Trained staff provide high-quality and fun letters and sounds activities for older children each day. As a result, children confidently identify many letters and their sounds.

- Staff know the children very well and develop strong relationships with them. They recognise the importance of giving children a hand to hold, offering reassurance, smiles and praise as they play alongside them. Staff have high expectations for the children and encourage them to follow the rules.
- Staff provide children with nourishing and well-balanced meals and snacks. However, they do not provide children with enough opportunities to develop their independence skills at mealtimes or during the changeover of activities.
- Staff plan termly outings for children, parents or carers and staff. This provides them all with opportunities to socialise together. These trips focus on helping children to learn to take manageable risks and experience physical challenge in their play. For example, they visit soft-play establishments and adventure playgrounds.
- The manager makes sure that staff receive regular individual support meetings where they can discuss any suggested improvements or concerns and their well-being. She makes sure that each member of staff's practice is monitored and any training needs are identified and planned for. This helps to make sure that staff are happy in their work and improve the knowledge and skills they need to effectively teach children.
- The manager has successful strategies in place that promote highly effective partnerships with parents. Parents comment that staff respect and listen to them. The manager attends the local authority's early years provider meetings. All of this helps the staff team to reflect on its practice and fully support children's well-being and development. However, there are few opportunities for children to gain an awareness of how they differ from, or are similar to, other people.

Safeguarding

The arrangements for safeguarding are effective.

Staff have undertaken 'disadvantaged families' training. They understand the factors which may influence families financially, emotionally and socially. Staff know how to identify and respond to families who would benefit from additional help to keep their child healthy and safe. Staff attend regular child protection training. They have a good understanding of the possible signs of abuse and a strong awareness of their responsibility to protect children from harm. Staff fully understand how to promote and practise good infection prevention and control procedures. They carry out thorough risk assessments of the premises and any outings, so that any hazards are swiftly addressed.

What does the setting need to do to improve?

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

- provide children with more opportunities to develop their independence skills
- provide children with more opportunities to build on their respect for, and understanding of, the similarities and differences between themselves and others in the wider community.

Setting details

Unique reference number	2523875
Local authority	Dudley
Inspection number	10208189
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	24
Number of children on roll	32
Name of registered person	Ledbrook, Kellie
Registered person unique reference number	2523874
Telephone number	07954386036
Date of previous inspection	Not applicable

Information about this early years setting

Little Acorns Playgroup registered in 2019. The provider employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The playgroup opens from Monday to Wednesday during term times. Sessions are from 9.30am to 2.30pm. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Linda Yates

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 playgroup.
- The inspector and the manager completed a learning walk across all the areas of the playgroup to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the manager.
- The inspector held discussions with staff and evaluated how well they assess children's progress and plan for the next steps in their learning.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the playgroup.
- The inspector took account of the views of parents through the written feedback provided and conversations with them.
- The inspector held conversations with children 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 2022