

# Inspection of Little Acorns Pre School

Brigg Road, Broughton DN20 0JW

---

Inspection date: 17 October 2022

---

## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

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

### **The provision is outstanding**

Children behave wonderfully at this setting. They have a solid understanding of the rules that are in place, and why. When children find something challenging, nurturing staff support them through their emotions. The key-person system is effective, and this results in confident and secure children.

Children make excellent progress. The well-planned, sequenced curriculum supports staff in building on what children already know and can do and extending this. There is a significant focus on singing and stories to develop children's communication skills. Children use their knowledge of familiar books, such as 'Humpty Dumpty', to create walls with bricks in the construction area and use props to retell the story.

Additional support for children is established swiftly by the enthusiastic and dedicated management team. This ensures that all children have opportunities to progress. Staff make links with the local community, such as the local library, to give children experiences that they may not otherwise have. They also develop effective links with the local primary school, sharing key information to promote continuity of care through transitions. Managers identify ways to use additional funding to bridge gaps in development for children.

Staff encourage children's involvement in risk assessments of the setting. 'Spy kids' use magnifying glasses to identify any hazards that may be in the environment. Children confidently tell adults that the reason why they tidy their toys away is so that they do not 'trip over them', showing an awareness of why this is important.

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

- Children can grow their own food in the vegetable patch outside. Children take part in watering, collecting, washing, and peeling foods to prepare them to eat. This develops children's understanding of the life cycle of vegetables.
- Activities are highly engaging, with a clear aim for learning, and children remain focused for long periods of time. For example, children work together to create an obstacle course in the outdoor area. They move resources around the garden to add to the obstacle course. Staff encourage children to balance and jump safely with their support.
- Children's independence is highly encouraged. Staff teach children the process of washing their hands through songs and rhymes. Children do this at regular points throughout the day. They tell staff 'I need to wash my hands before I play in the play dough'. Children pour their own drinks and others tell their friends to be 'careful and not spill'.
- Members of staff ask thought-provoking questions, such as 'what does the wind

feel like?' during small-group activities. This gives children time to think and respond. Staff listen to children's thoughts and views and use them to develop discussions.

- The environment reflects the curriculum focus. Children develop mathematical skills by following numbered instructions in the home corner to bake. There is a dedicated area in the indoor environment for 'conversations'. It includes fact books and tablets to answer questions that children may have.
- Cultural celebrations are purposeful and reflect the families in the setting. For example, staff invite parents in to educate children about traditional clothing from different cultures.
- Staff use children's interests to build on learning. For example, staff take children on autumn walks. They collect conkers and leaves to bring back to the setting. Staff use these resources to discuss colour, size and texture, and extend children's knowledge of the change in seasons.
- Parent partnerships are strong. Parents feel involved in their child's experiences at the setting. They comment that staff are approachable and responsive. Managers and staff use bi-annual meetings with key persons to keep parents up to date. They provide information such as the importance of oral hygiene, how to keep children safe using the internet at home, and healthy lunch ideas.
- Staff work with many agencies to support children at the setting. They show initiative in implementing strategies to support children with special educational needs and/or disabilities. Speech and language therapists attend the setting to model and discuss strategies with staff and parents. Therefore, children progress well as there is continuity in their learning both at home and at the setting.
- The well-being of staff is a priority for managers. Managers consider staff views at regular staff meetings, and provide additional support, such as counselling, when necessary.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of who the designated safeguarding lead is and how to record and report concerns about children. They know who to contact if they have a concern about a colleague. Staff understand the indicators of different forms of abuse. They also understand safeguarding concerns associated with female genital mutilation, county lines, and extremism. All staff know where to access contact numbers to report concerns themselves if needed. Managers use staff meetings to focus on safeguarding knowledge and keep up to date with training in their roles. Staff skilfully encourage children's problem-solving skills. For example, when children are creating structures with large-scale construction resources, they are asked 'where could we put this, so it is safe?'. This provides children with the opportunity to assess safety in their play.

## Setting details

<b>Unique reference number</b>	EY491058
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	10229378
<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>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Little Acorns (Broughton Village) Committee
<b>Registered person unique reference number</b>	RP902584
<b>Telephone number</b>	01652655128
<b>Date of previous inspection</b>	6 February 2017

## Information about this early years setting

Little Acorns Pre school registered in 2015 and is located in Broughton. The pre-school employs 11 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, one at level 5, and two at level 6. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Abby Clarkson

## 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 the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 a joint observation of a communication and language activity with the manager, which they evaluated together.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022