

Inspection of Rougham Acorns And Woodlands Ltd

Rougham VA Primary School, Rougham, BURY ST. EDMUNDS, Suffolk IP30 9JJ

Inspection date: 9 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children develop strong relationships with all staff as they settle quickly on arrival. They demonstrate high levels of confidence and independence as they move around the playroom to explore the resources accessible to them. Children display very keen interest in their play and learn to make decisions about what they want to do. For example, they are constantly in and out, playing on the decking area outside, leaving and returning independently as, and when, they wish to. Children use their imagination to narrate and make up stories as they play with their peers.

Children thoroughly enjoy playing in the outdoor area. They practise their physical skills as they learn to use the climbing frame, slide and ride-on tractors. Children develop their coordination and balance skills and take appropriate risks. For example, they climb the tree in the garden, navigating with their hands and feet as they make their way through the branches. Staff are at hand, supporting them with encouragement and motivation, praising them as they go along. Children enjoy regular trips to the school field, where they access wide open spaces to run. They complete the trip with a visit to the church for story time. Children are welcomed by the parishioners, and this helps them to become part of their village community.

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

- The curriculum is well sequenced and focuses on all areas of development. Staff observe children and use assessments to monitor their progression. They know the children well and understand their developmental needs and interests.
- Staff plan a range of exciting activities to promote children's curiosity and learning. For instance, children make gloop, weave coloured paper strips into animal shapes, and make modelling dough, combining ingredients and kneading it. Children demonstrate perseverance and any difficulties are swiftly supported by the staff.
- Although activities offered are rich in learning prospects, opportunities to embed children's mathematical knowledge are sometimes missed. Staff do not consistently maximise these activities to develop children's mathematical skills effectively. For example, children are not shown how to accurately measure flour and water for modelling dough or how to use capacity and size when playing with water as they fill containers using syringes.
- Children communicate confidently. Staff actively engage in conversations and introduce new vocabulary. They skilfully ask questions and give children time to answer. For example, staff ask the children to describe the stone wall of the church, teaching descriptive words for textures such as 'bumpy', 'lumpy', 'smooth' and 'rough'. They introduce the children to the idea of patterns as they press the paper against it and drag crayons over the top if it.
- Children develop their understanding of the natural world. For example, they

climb up on the fence to look through the gaps in shrubs into the farmland beyond. They discuss as a group what they see and recall previously seeing sheep in the field. Children talk about sheep herding and wonder how they could have been rounded up into such a big group.

- Staff provide opportunities for children to develop social skills and form positive relationships with others. However, they do not consistently adapt their approach to support children's behaviour, specifically during transition times.
- Children learn to manage their self-care needs on their own. For instance, they use the toilet themselves and learn to put their coats on for outdoor play.
- Staff support children to develop good health and well-being. They provide healthy snack options, plan opportunities for regular exercise and talk to them about brushing their teeth.
- The manager evaluates the ongoing performance of the pre-school and considers the views of staff and parents. Staff have worked together for several years and feel they receive good support.
- Parents talk positively about the pre-school. They feel their children are making good progress and report that communication is clear and they feel well-informed. Staff speak to the parents daily and use online systems to communicate children's achievements.
- The committee members understand their roles and support the setting in the plans for improvement. They visit regularly and are well informed of pre-school life. They praise the team and the manager for their hard work.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a sound understanding of the setting's safeguarding policy and keep their training up to date. They recognise signs and symptoms that would cause them to be concerned for a child's welfare. Staff understand the wider context of safeguarding, for example, female genital mutilation. They know how to report concerns they may have about children and how to escalate them should they need to. Staff ensure that the premises are always safe and secure, and any potential hazards to children's safety are identified and minimised. They are vigilant about safety and maintain correct ratios to keep children safe.

What does the setting need to do to improve?

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

- enhance staff understanding and practice on how to consistently help children develop their mathematical skills and concepts
- support the staff to develop a positive and consistent approach to behaviour management.

Setting details

Unique reference number	EY390482
Local authority	Suffolk
Inspection number	10263707
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	35
Name of registered person	Rougham Acorns And Woodlands Limited
Registered person unique reference number	RP528831
Telephone number	01359 271 998
Date of previous inspection	10 May 2017

Information about this early years setting

Rougham Acorns And Woodlands Ltd re-registered in 2008. The pre-school employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, and four at level 3. The pre-school is open each weekday during school term time. Sessions are from 8.50am to 2.50pm. There is also before and after-school care provided from 8am until 8.50am and from 3.15pm until 6pm. A holiday scheme operates during the school holidays. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marta Kellouche

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 the inspector completed a learning walk together.
- The inspector observed a focused activity and evaluated this with the manager.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- Evidence of staff's suitability and all those working in the setting were checked by the inspector.
- The inspector spoke to parents and took verbal accounts of what was said.

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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