

Inspection of Wenhaston Acorns Pre-School

Wenhaston Primary School, Hall Road, WENHASTON, Halesworth, Suffolk IP19 9EP

Inspection date: 10 March 2023

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children arrive at the setting keen to begin their day. Staff greet parents and children at the gate and bring the children into the setting. Children follow routines, which begins with registration. They are happy at the setting and are fully engaged in their play most of the time. When children do become fidgety, staff are quick to support them to engage once more. Since the last inspection, staff have made improvements and now support children well to develop and extend their communication and language skills. Staff base questions on children's interests and home lives, supported by photos, which enhances their memory and recall of events, giving children the opportunity to hold meaningful conversations. Children are busy in their learning. They know the staff well and frequently approach them to ask questions and hold conversations. Staff spend time with the children, describing what they are doing and asking questions.

Behaviour is good, and children show that they care about each other. Children sit patiently while waiting for their lunch. They hold conversations with their friends, which is enhanced by staff asking questions. Children understand rules and routines. They work together and listen well to staff. Children demonstrate independence when washing their hands ready for snack and lunch. Staff remind children to wipe their own noses, encouraging them in their self-care.

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

- The provider has allowed the first-aid qualifications of all staff to expire. This is a breach of the requirements. However, the impact on children is minimal, as staff have attended paediatric first-aid training in the past, and arrangements are in place for staff to attend an approved first-aid course imminently, to renew their qualification.
- Since the last inspection, staff have developed their interactions with children. Staff narrate what children are doing and get down to the children's level. They add commentary to children's actions, saying, 'You have your hat on.'
- Staff ask open-ended questions and extend children's mathematical thinking. For example, staff ask children how many more plates are needed to set the table. As a result, children are developing problem-solving skills.
- The manager plans experiences for children beyond the setting, such as a trip to a local lorry park. This extends children's learning about their community.
- Staff know children well and base learning on children's interests. Activities are chosen to encourage children to explore independently. This allows children the freedom to create their own learning.
- Some children attend other settings, and relationships with these settings have been established. However, information about children's progress and development is not yet shared. As a result, a collaborative approach is not in

place to support children's learning when they attend more than one setting.

- Parents comment that children are happy to come to the setting. However, they say they are not always aware of what their child is learning. Some parents have not been inside the setting, so they are not familiar with the learning environment. The manager arranges termly visits for parents but has not considered how to reach those parents who cannot attend these.
- Children kindly share resources, such as a rolling pin, while playing with play dough.
- The manager has reflected on the environment, visited another setting, and worked with the local authority to give children more opportunities to freely select resources. Outdoors, there is a new canopy, so children have shelter and shade.
- Staff develop children's understanding of nature. Exploration of crocuses in the garden provides new knowledge, and linked creative activities embed learning for children.
- The manager plans in the moment and reflects on learning opportunities for children. For example, when children discover that their boots make patterns in the sandpit outside, rolling pins are used with play dough to continue making patterns inside.
- The manager has developed relationships with the host school and has a more positive relationship with the headteacher. However, she would like to build on this further to support children's transitions to school.
- Supervision meetings have begun to support staff practice. The manager is aware of the areas that staff are less knowledgeable about. She has plans in place to support staff's ongoing professional development in order to further improve the quality of practice.

Safeguarding

The arrangements for safeguarding are effective.

The manager is the safeguarding lead, and staff know to go to her with any concerns about children they may have. The manager has good knowledge of the local authority referral procedure should she need to make a referral. Staff are aware of the signs and symptoms of abuse and are quick to refer to the manager with concerns. Safeguarding concerns are recorded and discussed with parents if appropriate, and pre-existing injuries are documented. Staff know where to go should they require further knowledge of safeguarding procedures and policies.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure that there is at least one member of staff on the premises and caring for children at all times who holds a valid paediatric first-aid qualification.	31/03/2023
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To further improve the quality of the early years provision, the provider should:

- strengthen relationships with parents and other agencies to promote a collaborative approach to children's learning
- implement the plans in place to develop staff's knowledge and understanding in areas where they are less knowledgeable.

Setting details

Unique reference number	EY346837
Local authority	Suffolk
Inspection number	10244484
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	26
Number of children on roll	10
Name of registered person	Wenhaston Acorns Pre-School Committee
Registered person unique reference number	RP526742
Telephone number	07825002641
Date of previous inspection	13 May 2022

Information about this early years setting

Wenhaston Acorns Pre-School registered in 2007. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday, during term time. Sessions are from 9am until 3pm, Monday, Tuesday and Friday, and from 9am until midday on Wednesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vanessa Hancock-Sharman

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk with the provider, who explained the curriculum and what it is they want children to learn.
- The inspector carried out a joint observation with the provider and discussed their findings.
- The inspector spoke to parents at the beginning of the day and took their comments into account.
- The inspector observed the quality of staff interactions, the learning environment and the impact on children's learning.
- The provider showed the inspector documentation to illustrate staff suitability.

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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