

# Inspection of Little Acorns Pre-School

Ingham Village Hall, The Green, Ingham, Lincoln, Lincolnshire LN1 2XT

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Inspection date: 8 March 2023

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

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

### The provision is inadequate

The provider does not ensure that Ofsted is provided with the necessary information about all committee members in a timely manner. Information about staff and how they support children in the pre-school is shared with committee members who have not had their suitability confirmed by Ofsted. This potentially impacts negatively on children's overall welfare and safety. The manager does not keep a record of all necessary information about staff's Disclosure and Barring Service checks.

Children thoroughly enjoy playing outdoors, where they are physically active. They work as a team and excitedly say, 'my turn, my turn' when they pour water into a hole in the ground. Children practise their balance and coordination, when they take turns jumping in the hole and splashing in the muddy puddle. Children are invited by staff to observe what is happening around them, such as when the weather changes. For example, when there is a flurry of snow, children stop and watch enthusiastically as it lands on the ground. They say that they want to make a snowman. Children are supported by staff to develop their mathematical skills. Indoors, children stand at the side of a tower of wooden bricks and compare it to their height. Outdoors, children hold each end of a tape measure and look at the numbers to see how long a tunnel is. Children learn about different people's occupations during their role-play experiences. For instance, they use brushes to comb staff's hair and use mud in between bricks to build and construct a wall.

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

- Ofsted has not been provided with the necessary information about all committee members to enable relevant suitability checks to be carried out. The provider does not ensure that only members of the committee who have received suitability checks with Ofsted are privy to information about staff performance. All members take an active part in the running of the pre-school. For example, they are responsible for providing supervision meetings for staff where they have opportunities to discuss sensitive issues regarding their work with children.
- Furthermore, the provider does not keep clear records regarding the suitability checks that have been carried out for staff members. For example, a record of the date the Disclosure and Barring Service check was received and the person who obtained it is not in place. Although this does not affect children's welfare or safety, it is a breach of legal requirements.
- The manager and staff place a strong focus on helping to close gaps in children's learning due to the COVID-19 pandemic. This includes staff attending training courses to extend their knowledge of how to support children's communication skills. For example, when staff ask children questions, they give

them plenty of time to respond, encouraging their thinking skills. Children learn new words and recall these when asked, such as patchwork. This helps to extend their vocabulary.

- Staff provide opportunities for children to develop a sense of responsibility. For example, children use dustpans and brushes to sweep sand from the floor when they are asked to help tidy away toys and equipment. Children have tasks to complete, such as putting cups on the table at snack time.
- The manager and staff share information with parents about their children's day at pre-school. For instance, parents receive photos of children carrying out activities they enjoy. They attend meetings with staff to discuss their child's progress. However, staff do not support all parents to continue their child's learning at home.
- Children learn skills in preparation for the future, such as being independent. Staff encourage the children to pour their drinks. They give children plenty of time and encouragement to dress themselves, such as putting on waterproof suits to play outdoors.
- The manager spends pupil premium money effectively to promote the needs of individual children. For example, she buys books for staff to read to children to support their emotional well-being when they face changes in their home lives.
- Staff provide opportunities for children to be creative. Children use their fingers and paintbrushes in paint to make marks on paper. However, during some group times, staff do not effectively maintain all children's focus and interest. This results in some children not benefitting from the learning experiences being offered.
- Staff actively promote positive behaviour. They encourage children to use good manners and to be polite. Staff praise children's achievements, such as when they use wooden bricks to build a large tower. This helps to raise children's self-esteem and to understand what is expected of them.

## Safeguarding

The arrangements for safeguarding are not effective.

Not all members of the committee have received suitability checks with Ofsted. These members have access to information about staff and their work with children. However, the manager and staff know how to identify if a child is at risk of harm or being exposed to radicalisation or extreme views. They know where to report any concerns regarding children's safety or if they have concerns about a colleague's behaviour with children. Passwords from parents are used if unauthorised people arrive to collect children. This helps to ensure that they leave with an appropriate adult. Written consent is obtained from parents before staff administer medication to children.

## 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
ensure Ofsted is provided with the necessary information to carry out suitability checks on all members of the committee that make up the registered body in a timely manner	09/03/2023
ensure committee members whose suitability has not yet been checked with Ofsted do not have access to information	09/03/2023
ensure required information regarding the suitability of staff is recorded, including the date a Disclosure and Barring Service check was received and who obtained it.	09/03/2023

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

- help staff to give parents ideas and suggestions about how they can further support their child's individual learning at home
- support staff to maintain all children's focus and interest during group times.

## Setting details

<b>Unique reference number</b>	253462
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10263968
<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 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Little Acorns Pre-School Playgroup (Ingham) Committee
<b>Registered person unique reference number</b>	RP904015
<b>Telephone number</b>	01522 730 868
<b>Date of previous inspection</b>	18 May 2017

## Information about this early years setting

Little Acorns Pre-School registered in 1992 and is situated in Ingham, Lincolnshire. The pre-school employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, two at level 3 and one at level 2. The pre-school opens during school term time. Sessions are from 7.30am until 11.30am and 3.25pm until 5.30pm on Monday and Tuesday, and 7.30am until 5.30pm on Wednesday, Thursday and Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

## Inspection activities

- This was the first routine inspection the provider has 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 of all areas of the pre-school and discussed how she implements the curriculum.
- The inspector observed the quality of education during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff and the provider at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- Parents shared their views of the pre-school with the inspector.

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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