

Inspection of Wenhaston Acorns Pre-School

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

Inspection date: 5 March 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are warmly greeted upon arrival at this small pre-school. The staff show a genuine interest in the children. They chat and share information with their parents and help the children separate with ease. Staff structure routines for the day so that children know what is going to happen next. Children are encouraged to be as independent as they can be. They know how to take off and hang up their coats, as they arrive. They put on their boots and coats, when getting ready to play outside, later in the session.

Staff plan and deliver a curriculum, which covers all areas of learning and takes account of the children's interests. The learning environment is well presented and accessible. Children can explore and experiment and make choices for themselves, both inside and outside. Children's progress is effectively tracked, and staff identify those who are at risk of falling behind. Children with special educational needs and/or disabilities (SEND) benefit from additional attention, in areas where they need support.

Staff explore how the children are feeling at the beginning of the session and offer a 'group hug'. They listen to the children's recent experiences, before talking together about what is expected in pre-school. Children are supported to play cooperatively together, share and take turns. There are some firm friendships developing. Children are learning how to behave because staff support them to care and think about each other. When some children display more challenging behaviours, staff are consistent in their approach. They show patience and sensitivity, reminding everyone how to be kind to their friends, modelling expected language and behaviours.

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

- The pre-school supervisor, along with the staff, have addressed actions set at the last inspection. Staff have completed paediatric first-aid training. They know what to do if a child has an accident at pre-school. The small staff team work well together. They have received some additional funding, and are making good use of this, by enhancing the outdoor play area. Staff have completed mandatory training in safeguarding. However, they have yet to take up further professional development opportunities, to provide quality learning experiences for children that continually improve.
- Staff get down to the children's level and support them in their play. They model how to use resources. Children build on their fine motor skills as they squeeze, roll and mould play dough. Children learn how to correctly cut with scissors, with the help of visual instructions, on display. They learn how to hold paintbrushes correctly. Children paint their own pictures of the purple crocuses, which have

been picked from the pre-school garden, earlier in the day.

- Children benefit from a language-rich environment. Staff talk easily with the children, providing commentary on what they are doing. On occasions, staff provide some small group activities, where children can practise speaking skills. On these occasions, they listen to the children and ask questions to encourage children to think. However, staff do not always help children to correctly pronounce words, supporting them to build strong language skills for the future.
- Children learn about healthy lifestyle habits. They know that they need to wash and dry their hands, before they can help to prepare the food. Children follow simple instructions as they count out the required number of chairs, before sorting breadsticks and raisins into dishes. Children learn some mathematical concepts, such as what half looks like, as they carefully use a knife to cut bananas.
- Staff tell stories in a way that captures and sustains children's interest. Children have good opportunities to handle books. In addition, they can choose a favourite book, to continue with their learning at home. Staff make use of the library service to provide a broad range of both factual and fictional books, introducing new knowledge to the children. Children plant beans before they get to listen to the story of Jack and the Beanstalk. They help to make a display and get to hear and understand the meaning of new words, such as harp, magic, and axe, which are part of the new story.
- The staff work in partnerships with other settings where children attend. They also work closely with parents. Parents have opportunities to discuss their children's learning and progress. They have daily opportunities for a verbal catch up and receive valuable parenting advice and support. Parents feel well supported and comment on how much progress their children have made since attending the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- encourage and support staff to explore professional development opportunities, in order to provide quality learning experiences for children that continually improve
- support staff to deliver well-planned, rich and consistent learning experiences, so that children are provided with good opportunities, and receive effective support, to practise their speaking skills.

Setting details

Unique reference number	EY346837
Local authority	Suffolk
Inspection number	10284578
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	10 March 2023

Information about this early years setting

Wenhaston Acorns Pre-School registered in 2007. The pre-school employs four members of childcare staff. The pre-school supervisor holds a level 6 qualification, and other staff hold appropriate early years qualifications at level 3 and level 2. 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 three- and four-year-old children.

Information about this inspection

Inspector

Dawn Pointer

Inspection activities

- The inspector considered any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- The pre-school supervisor and the inspector completed a learning walk together and discussed how the early years curriculum is delivered.
- The inspector observed the quality of teaching, indoors and outdoors, and considered the impact this has on the children's learning.
- The inspector spoke to staff at appropriate times during the inspection.
- The inspector carried out a joint observation of a group activity with the supervisor.
- The inspector held a management meeting and sampled relevant documentation, including evidence of paediatric first-aid qualifications.
- The inspector spoke to several parents during the inspection and took account of their views.

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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