

Inspection of Acorn Centre

Acorn Centre, Grange Primary School, Homleigh Road, Tuffley, Gloucester GL4 0RN

Inspection date: 25 November 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 | Good |
|--|------|

What is it like to attend this early years setting?

The provision is good

Children happily enter the pre-school and are warmly greeted by staff. They show they are eager to begin their day as they rush to hang up their coats and place their lunch boxes in their allotted space. Staff demonstrate this task to children who need extra support, offer encouragement and praise their efforts. This helps to build children's self-esteem. Children settle quickly and develop strong relationships with their key person. Staff know all the children well and use their knowledge of children's abilities and interests to plan an environment that supports their learning. For example, they provide a play dough activity on a large tuff tray to encourage children who struggle to play alongside their peers to join in.

Children behave well and are eager to take advantage of the wide range of learning opportunities, taking turns with their peers. They know the pre-school expectations and follow instructions well. For example, following group times, all children know to return their chairs back under the tables. The layout of the learning environment enables children to access equipment and resources freely, supporting their independence.

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

- Staff follow children's interests and extend their experiences. For example, during a painting activity, children recall that they previously blew paint through straws and created bubbles, and they ask to do this again. Staff demonstrate how to do this and encourage children to keep trying as they attempt to blow the bubbles.
- Children's early language development is well supported. Staff repeat words back to children, modelling the correct language and introducing new words. For instance, during water play, they talk about 'tubes', 'funnel' and 'full'. This helps to increase children's vocabulary and understanding. However, some interactions between staff and children involve closed questions that do not invite children to elaborate on their ideas.
- Parents are extremely complimentary about the staff at the pre-school. They share the enormous impact of the support they receive for themselves and their children. Parents describe recent meetings with staff and the information and ideas shared.
- Most children attend part time. At drop off times, staff ensure that they speak to each parent. This provides an opportunity for them to share any information or updates that they want the pre-school to be aware of.
- Staff collect information prior to children starting at pre-school, including their likes, dislikes and routines. However, the information gathered does not focus on children's prior knowledge. This results in staff not being able to plan activities that build on what children already know and can do.

- Staff introduce mathematical language during play and routines. For example, they encourage children to identify the shapes of their sandwiches and snacks during lunchtime. Children show delight and are keen to share as they call out 'round', 'square' and 'oblong'.
- Children benefit from well-planned group activities. For instance, staff encourage each child in turn to recall and describe what they enjoyed doing in the morning session. This supports children to increase their confidence and develop their communication and language.
- Staff point to large visual images on the wall that show children the activities available during the day and the sequence of the routines. This is particularly helpful for children who are visual learners.
- Children have opportunities to meet members of the local community. For example, a regular visitor visits twice a week to read stories to the children. Children show real interest in the story and eagerly respond with ideas when prompted.
- The well-established staff team enjoys working in the pre-school and feels supported by the managers and committee. Staff are keen to undertake opportunities to attend training and are proud to share how the training has benefited the children. For instance, staff have recently been awarded a 'Mark of Achievement' that recognises their inclusive approach.
- The pre-school works collaboratively with the local authority and health providers to consider all children's progress and provide individualised support. For instance, it recently enrolled on a local initiative focussing on children's communication and language skills.

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:

- extend staff interactions so that children have more opportunities to share their thoughts and improve their thinking skills
- increase the information gathered when children first start to gain a good understanding of what they already know and can do.

Setting details

| | |
|--|---|
| Unique reference number | EY339290 |
| Local authority | Gloucestershire |
| Inspection number | 10367890 |
| 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 | 3 to 4 |
| Total number of places | 24 |
| Number of children on roll | 9 |
| Name of registered person | Acorn Centre Playgroup Committee |
| Registered person unique reference number | RP522073 |
| Telephone number | 07801226849 |
| Date of previous inspection | 28 February 2019 |

Information about this early years setting

Acorn Centre registered in 2006 and operates within the grounds of Grange Primary School, in Tuffley, Gloucester. The pre-school is open each weekday from 9am to 3pm during term time only, except for public holidays. The pre-school employs seven members of staff, six of whom hold appropriate early years qualifications. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lin Harvey

Inspection activities

- The inspector and the manager completed a learning walk to understand how the early years provision and the curriculum are organised.
- One joint observation was conducted by the inspector and the manager.
- The inspector held discussions with parents at appropriate times during the inspection.
- The inspector observed the children and staff and spoke with them at appropriate times during the inspection.
- The inspector discussed the leadership and management of the pre-school with the managers and the chairperson of the committee.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024