

# Little Acorns Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	309767
<b>Inspection date</b>	10/11/2010
<b>Inspector</b>	Kay Armstrong
<b>Setting address</b>	Mawdesley C of E School, Hurst Green, Mawdesley, Ormskirk, Lancashire, L40 2QT
<b>Telephone number</b>	01704 822657
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Little Acorns Pre-School is run by a committee. It has been registered since December 1998 and operates from dedicated rooms within Mawdesley St Peters Church of England Primary School in the village of Mawdesley in Lancashire. Children have access to a secure enclosed outdoor play area. A maximum of 12 children aged under eight years may attend the setting at any one time. The setting currently takes children from two to five years of age. The setting is open each week day during term time from 12pm until 3.30pm and from 9am to 3.30pm on Wednesdays.

There are currently 16 children on roll who are within the Early Years Foundation Stage. Of these, 14 are in receipt of funding for early education. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are four members of staff who work directly with the children. Of these, two members of staff hold an early years degree, one is currently working towards a Foundation Degree and the other member of staff has a relevant early years qualification equivalent to a level 2. The setting is a member of the Pre-School Learning Alliance and receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children make excellent progress and thrive in this inclusive environment because the highly motivated staff team focus their attention upon their unique and individual needs. Children are healthy and safe and are developing superb skills for the future. Effective partnerships with parents and carers and other early years facilities provides consistency, support and promotes children's well-being and progress. Although the system for monitoring and evaluating the provision are not yet firmly established the setting does show a good commitment to continuous and sustained improvement. As a result the setting promotes positive outcomes for children.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop further the process of self-evaluation to include feedback from users to ensure outcomes for children continue to improve.

## **The effectiveness of leadership and management of the early years provision**

Comprehensive safeguarding policies and procedures ensure that children are well protected and effectively safeguarded. Staff demonstrate they have a good

knowledge of the indicators of abuse and they are clear about procedures to follow in the event of any concerns arising. The robust recruitment and selection procedures and up to date risk assessments further enhances children's overall safety. Children are encouraged and supported to behave in ways which are safe for themselves and others. They practise the emergency evacuation procedures regularly ensuring they know and understand what to do in the event of a fire. Staff are well qualified and effectively deployed to ensure good and consistent levels of support for all the children are maintained.

Positive partnerships with parents and carers and other providers of the Early Years Foundation Stage have been established. This contributes significantly to the continuity of children's care, well-being and learning. The effective key person system ensures children benefit from high levels of interaction and care from familiar adults who know them well. All records, documents, policies and procedures are well maintained, regularly reviewed and updated when applicable.

Equality and diversity are promoted well through a broad range of resources and activities which foster children's understanding of the world around them. The staff team work well together and demonstrate a commitment to continuous improvement. For example, they have successfully met the recommendations raised at the last inspection. Areas for further improvement to enhance children's learning and overall welfare have been correctly identified and are appropriately targeted through the settings self-evaluation process. However, although a system to monitor and evaluate the provision is in place, this is not yet fully developed to include feedback from users.

## **The quality and standards of the early years provision and outcomes for children**

Children are enthusiastic, active, curious and inquisitive learners who thoroughly enjoy their time in the setting. They make excellent progress in all areas of their development because staff follow their interests and extend their learning. They provide a wide range of well resourced areas of continuous play both indoors and outside. Activities provided clearly link into the early learning goals and capture children's imagination and interest. Staff make sensitive observations of the children and use the information gathered to inform the planning of future activities. Individual 'learning journeys' are shared with parents, keeping them informed of children's progress and achievements. Children play in an environment which is rich in the printed word and which supports their understanding that print carries meaning. They develop early writing skills in a variety of ways. For example, children use pencils, crayons and paints. They make patterns in sand and bubbles with their fingers, twigs, rollers and paint brushes. Their dexterity is effectively promoted as they mould dough, cut with scissors and use a range of one handle tools. Children's problem-solving, reasoning and numeracy skills are consistently supported and challenged by the skilled staff team. They ask open-ended questions which help children to think and reason. Children count readily and use mathematical language in everyday situations. For example, they count the number of children present and check to ensure they have the corresponding number cups to make ice lollies. Children are developing a broad range of skills for

the future. They are confident communicators who show concern for others, have excellent self-help skills and are competent in using the computer. Children gain great enjoyment as they play imaginatively and dress-up in animal masks.

Children know about good personal hygiene routines. Parents are encouraged to provide healthy and safe packed lunches for the children. Snack and meal times are extremely sociable occasions as children chatter together whilst they eat. The children are encouraged and supported to be independent. They confidently organise themselves as they collect their own lunch boxes and take responsibility for tidying away as they finish. Children are developing a good sense of personal safety. They understand the rules because staff explain to them about dangers, such as, carrying scissors properly, and the possible consequences. Children behaviour is excellent. They are supported to cooperate, to talk to each other using quiet voices and share whilst they play. Children have clearly developed firm friendships with each other and positive relationships with the staff. They giggle and laugh as they share jokes, sing silly songs and make shadows in the form of a mouse on the wall as they play outdoors.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met