

# Little Acorns Pre-School

Mawdesley C of E School, Hurst Green, Mawdesley, Ormskirk, Lancashire, L40 2QT



## Inspection date

9 June 2015

Previous inspection date

10 November 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children enjoy a wealth of stimulating and exciting activities delivered by well-qualified and enthusiastic staff. As a result, children make very good progress, including those who have special educational needs and/or disabilities.
- The quality of teaching is good, with some aspects being outstanding. Robust systems for observation, assessment and planning are in place and are used well to extend children's learning.
- Children are extremely happy and enjoy secure and trusting relationships with the staff, who provide them with constant praise and encouragement. As a result, children are confident and self-assured individuals.
- Partnerships with parents, schools and other agencies are strong. Staff recognise and deal swiftly with any emerging learning needs of individual children. Excellent procedures are in place to ensure parents are kept up to date with information regarding their children.
- Arrangements for safeguarding children are highly effective because clear policies and procedures are in place. These are regularly reviewed and are very well understood by all staff. As a result, children are extremely safe in the setting.
- Clear self-evaluation systems show there is a continuous improvement to provide good quality care for all children.

### It is not yet outstanding because:

- Staff do not always use a wide variety of questioning techniques, to extend children's thinking even further.
- Supervision arrangements do not yet provide consistent opportunities for staff to share good practice across the team.

## What the setting needs to do to improve further

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

- ensure questions put to children during play and activities provide consistent opportunities to extend their thinking, for example, by asking more questions that require more than a 'yes' or 'no' answer and that challenge children to think.
- embed even further the arrangements for staff supervision to address minor weaknesses in teaching, for example, by including more consistent opportunities for staff to observe and share best practice.

### Inspection activities

- The inspector toured the setting.
- The inspector observed activities indoors and outdoors.
- The inspector held meetings with the manager and spoke to other staff members at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the setting's self-evaluation and development plans.
- The inspector took into account the views of parents spoken to on the day and from written comments on feedback forms and comments made in children's learning journal folders.

### Inspector

Donna Birch

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children confidently explore the vibrant learning environment. Children develop their mathematical skills as they fill pots with water and sand and arrange resources in order of size. Staff help children to develop their communication and language on most occasions. Children pour water and watch in fascination as it flows away. Staff discuss concepts, such as speed, shape and direction, and children make predictions about where the water will stop. However, on occasions, some staff do not maximise opportunities for children to extend their thinking even further. This is because they sometimes use too many questions that require only a 'yes' or 'no' answer. Children develop their imaginations as they act out scenes and allocate roles in the various role-play areas. Many opportunities are available for children to practise their writing skills. Children use chalk and brushes to write their names and numbers outdoors. Staff help children to understand written words. They blend sounds together and sound out initial letters. Therefore, children are developing their early reading skills. Consequently, children are acquiring the skills to be ready for future learning.

### **The contribution of the early years provision to the well-being of children is outstanding**

Staff consistently make enhancements to the learning environment, in order to meet the individual learning needs of children and increase opportunities for them to develop their already excellent independence skills. Children's individual needs are very well met. Highly effective settling-in sessions ensure that the move from home to the setting is smooth. Children are extremely well behaved and thrive on the individual attention received from staff, who consistently boost their confidence and self-esteem. Staff have high expectations of children and encourage them to be independent by giving them appropriate responsibility to undertake tasks, such as helping to tidy up and preparing fruit for snack. Children develop excellent self-care skills and are competent in managing their personal needs relative to their ages. They access resources and confidently move between the indoor and outside environments with ease. This significantly supports children's all-round learning and development.

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

The manager and staff have an excellent knowledge and understanding of the requirements for the Early Years Foundation Stage. The manager monitors the educational programme to assess how well it is meeting the needs of children. Staff take part in regular supervision sessions with the manager. However, opportunities for sharing good practice across the team, such as observations and discussions of practice, are not thoroughly embedded, to highlight and address minor weaknesses in teaching. Rigorous recruitment and induction procedures ensure all staff are suitable and safe to work with children. The manager and staff undertake regular risk assessments in the setting and on outings. Therefore, children's safety is effectively promoted. The manager and staff use self-evaluation and knowledge gained from training to make constant improvements.

## Setting details

<b>Unique reference number</b>	309767
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	867893
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	12
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Little Acorns Pre School Committee
<b>Date of previous inspection</b>	10 November 2010
<b>Telephone number</b>	01704 822657

Little Acorns Pre-school was registered in 1998. The setting employs 5 members of childcare staff, all of whom hold appropriate early years qualifications at levels 2, 3 or 6. The manager has achieved Early Years Professional status. The pre-school opens Monday to Friday term time only. Sessions are from 12.00pm until 3.30pm Monday to Friday and 9.00am until 3.30pm on a Wednesday.

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