

# Little Acorns Pre-School

The Playing Fields Pavillion, North Curry, TA3 6NH



## Inspection date

8 May 2015

Previous inspection date

18 March 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 make good progress in their key areas of development. Staff encourage children to have inquiring minds and ask questions, be curious, creative and independent learners. All of these skills prepare them well for school.
- Children are confident communicators; they listen to instructions and understand written symbols. For example, they pointed out that arrows tell them which way to walk. They initiate their own learning, such as suggesting a stick looked like a letter. Staff know how to challenge them further and ask what other letters they could make.
- Children are exceptionally confident, take turns, work together and understand adult expectations. They learn that we do not all have the same views and gain an excellent understanding of respecting the opinions of others. They develop very positive relationships and a respectful understanding of people's differences.
- Staff provide outstanding support for children's physical and emotional well-being. Children have excellent opportunities to explore and care for the natural world. They learn exceptional practices to keep safe and healthy.
- The management team has a clear focus for continuous improvement. They regularly review and reflect on their practice, which ensures that they identify the most significant actions to raise the good-quality provision even higher.

### It is not yet outstanding because:

- Staff do not always challenge more able children during some adult-led indoor activities, for example, to problem solve, to extend their learning further.
- Staff do not always share children's next stages of learning with parents each time they review them, to enable parents to support learning at home further.

## What the setting needs to do to improve further

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

- ensure adult-led activities challenge the more able children further
- share children's next stages of learning more frequently with parents to enable them to support learning at home.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors and at a forest skills centre.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with staff, children and parents present on the day of the inspection and took account of the pre-school's self-evaluation.
- The inspector checked safeguarding information and the premises.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

### Inspector

Elaine Douglas

## Inspection findings

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

Staff know the children well through regular observation and discussions with parents. Following their last inspection, they identify children's learning priorities, which helps them plan effectively overall. Staff encourage children to be observant and comment on what they see, hear or smell. For example, as they walked through the woods, children noticed spiders' webs and compared different leaves. Staff ask the children challenging questions to support them in thinking of solutions to problems. For example, when they found a hole in their fire pit, children suggested building a fire elsewhere in case something was living in the hole. Children have strong imaginations; they use a range of items for different purposes to create their own designs. For example, they made homes for baby dinosaurs and, later on, made fossils from dough, which helped them make links in their learning.

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

Staff give the highest priority to children's well-being. They plan extremely effectively for children to learn from real experiences. As a result, parents comment very positively on how their children have grown in confidence and social skills. Children thrive in the healthy environment. They understand the effects exercise has on their bodies, such as a steep hill makes their legs tired. They thoroughly enjoy outdoor learning, particularly at the forest area. They explore under effective staff supervision, gaining high self-confidence while understanding boundaries, such as remaining in sight of an adult. Through excellent support, children are extremely independent. Staff encourage children to recall their understanding of safe practices and assess risks. Consequently, parents state that their children demonstrate their exceptional understanding of keeping safe at home.

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

The manager has good systems to monitor children's development and identify any gaps in their learning. Staff work closely with outside agencies to meet children's specific needs. This ensures all children make good progress and significantly benefits their well-being. Overall, parents receive good information, including what the children have done that day. There have been some changes to staffing, but already they work together well as a team. The manager carries out regular staff supervision, ensuring that they have time to discuss their development. They are currently looking at observing each other to find even better ways of working. The committee supports staff in attending training, which has a positive impact on children. For example, all staff know how to safeguard children who may be at risk. In addition, they attend training specific to their roles. For example, one member of staff is responsible for overseeing the nurturing of two-year-olds. This ensures that the activities and environments meet their needs really well.

## Setting details

<b>Unique reference number</b>	143076
<b>Local authority</b>	Somerset
<b>Inspection number</b>	841579
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Little Acorns Pre School Committee
<b>Date of previous inspection</b>	18 March 2010
<b>Telephone number</b>	01823 491615 or 07812 818874

Little Acorns Pre-School has been operating since 1980. It is run by a committee and is situated in the pavilion on the village playing field in North Curry, Somerset. The pre-school is open five days a week during term time. It offers sessions each day from 9am until 3pm. The pre-school receives funding to provide free early education for children aged two, three and four years. There are five part-time members of staff. Of these, one holds Early Years Professional Status, three hold an early years qualification at level 3 and one holds a qualification at level 2. They are supported by an administrator who also holds an early years qualification at level 3.

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