

Acorn Pre-School Committee



The Portacabin, Whaplode CE Primary School, Mill Lane, Whaplode, Lincolnshire,
PE12 6TS

Inspection date	19 October 2015
Previous inspection date	21 October 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Close bonds have formed between key persons, children and their families, which helps children to feel a good sense of security and confidence in the pre-school. Staff are kind, caring and interested in what children say and do.
- Children show enthusiasm in their play. They are beginning to develop a strong curiosity that helps to support their future learning. Staff plan well to support this curiosity. They provide a broad range of interesting activities and experiences, based on children's interests and individual learning needs.
- Staff value the good partnerships in place with parents and carers. They are well informed of all aspects of their children's care through daily communication books, and their progress is discussed on a regular basis throughout their time at the pre-school.
- Staff have high behavioural expectations of children in the pre-school. Children understand the rules and boundaries in place. They learn vital social skills for the future. They know why they must share and take turns during activities and are polite and considerate to their friends.

It is not yet outstanding because:

- Effective systems to check on different groups of children in the setting and the precise progress they are making are not yet in place.

What the setting needs to do to improve further

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

- sharpen the focus on checking the assessment of different groups of children to ensure they make the best progress possible in their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at children's assessment records and planning documentation.
- The inspector held a meeting with the pre-school manager and spoke to the chairperson of the committee. She looked at relevant documentation, such as the self-evaluation documents and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Carly Mooney

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. There are secure partnerships in place with families and other agencies. Staff attend regular child protection training and are clear about how to report their concerns. Clear recruitment and vetting of staff help to ensure children are cared for by a suitable staff team. Regular supervisions and observations of staff's practice help to ensure staff continue to remain suitable for their role. Staff are well experienced in childcare. They are encouraged to develop professionally and attend regular training that benefits the children in their care. The individual progress that children make in their learning is closely monitored. The manager is only just beginning to check the progress that different groups of children make to ensure they are making the best progress possible. The pre-school's improvement plans are regularly reviewed and revised as targets are implemented and new ones take priority.

Quality of teaching, learning and assessment is good

Staff interact closely with children during activities and show a good understanding of varied teaching methods that engage children's interest. Children explore different materials and textures. They use their hand to scoop out the seeds from pumpkins and make 'spaghetti bolognese' with mud. Staff speak directly to children and use appropriate questions to support their thinking skills. Children learn to count in a variety of ways and are encouraged to problem solve. Staff ask them to think about how many pieces of apple they need for the amount of children at snack time. Staff observe and assess children's level of achievement, obtain information from parents and plan effectively for individual learning. Parents enjoy coming into the setting to look at photographs of their children in activities and see examples of their work.

Personal development, behaviour and welfare are good

Staff have a clear appreciation for the diverse backgrounds of the children who attend, and close partnerships with parents have formed to support children's welfare. New starters settle quickly in their surroundings due to the stimulating environment and the kind and caring nature of all staff. Staff consistently praise and acknowledge children for their progress and achievements, which encourages good levels of self-esteem. Staff are deployed well, both inside and out, to provide continuous supervision of children, which contributes to their overall safety and welfare. Children learn to take acceptable risks; for example, they are supported to use knives carefully to prepare snack. Effective systems are in place for children who attend other settings, and good relationships have formed with local schools. Outdoor play is incorporated well into the daily routine. Children have good opportunities to be physically active using challenging apparatus.

Outcomes for children are good

Children make good progress in their learning. Key persons plan specifically for their children's individual needs. Staff quickly identify the next steps in children's learning and plan interesting activities that motivate them to learn. Prior to starting school, children are encouraged to recognise and write their name. They have good opportunities to hear the initial letter sounds in their name and other words.

Setting details

Unique reference number	253622
Local authority	Lincolnshire
Inspection number	866769
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	20
Number of children on roll	24
Name of provider	Acorn Pre-School Committee
Date of previous inspection	21 October 2010
Telephone number	01406 373400

Acorn Pre-School was registered in 1987. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at levels 5, 3 and 2. The pre-school opens Monday to Thursday during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, 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 www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

