

# Acorns Preschool

Kington St Michael Village Hall, Kington St Michael, Chippenham, SN14 6JA



<b>Inspection date</b>	14 June 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Leaders and staff establish effective partnerships with parents. They value them highly and involve them in their children's learning. Staff use various strategies to keep parents informed about their children's progress and share ideas about extending learning at home.
- Staff have a good understanding of how children learn. They complete accurate assessments and monitor children's achievements, and use these to effectively plan and narrow any gaps in their learning. Leaders monitor these systems successfully to support consistent practices throughout the setting.
- Children and their families are supported very well. Leaders and staff work in effective partnerships with other professionals to support children's care and learning needs, to help them make good progress.
- Children behave well and staff are good role models. For example, there are clear expectations and boundaries that help children understand how to take turns, share and be kind to others. Children develop important skills for their future learning.

### It is not yet outstanding because:

- Although staff support children's communication skills well overall, they occasionally miss opportunities to challenge children to think by asking some questions that only require simple answers.
- Leaders do not facilitate staff as well as they could to develop some areas of their expertise to improve children's outcomes even further.

## What the setting needs to do to improve further

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

- make full use of opportunities that arise to use challenging questions to help develop children's understanding and knowledge even further
- support staff to develop their expertise in helping improve children's play experiences to aid their learning even further.

### Inspection activities

- The inspector observed activities and the quality of teaching throughout the pre-school.
- The inspector held discussions with the leadership team. She spoke with children and staff at appropriate times.
- The inspector looked at a sample of documentation, including staff suitability checks, policies and procedures. She viewed planning records and documentation relating to children's progress.
- The inspector took into account the views of parents.
- The inspector conducted a joint observation of staff practice and discussed this with the manager.

### Inspector

June Robinson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of child protection issues and the procedures to follow if they have concerns about a child. For instance, they keep their knowledge up to date through regular training. Recruitment and induction procedures are effective in checking the initial and ongoing suitability of staff. Self-evaluation is successful. The manager has a clear understanding of the strengths of the setting and the areas he wishes to develop further. For example, he and staff have identified how they would like to refine how they evaluate the effectiveness of their planning for children's learning. The well-qualified staff access professional development opportunities to enhance their skills further. For example, following training, staff used their new knowledge to enhance children's learning through woodland activities.

### Quality of teaching, learning and assessment is good

Staff have a good understanding of all children's interests and learning needs. They provide effective support as children engage in their activities. For example, staff encourage children to develop a good understanding of taking care of the living creatures they find. They help children develop a positive awareness of similarities and differences between themselves and other people. For instance, staff offer children opportunities to take part in music and movement activities from a wide variety of countries around the world. They support children effectively to listen to instructions, follow visual clues and move their bodies to the rhythm of a diverse selection of music.

### Personal development, behaviour and welfare are good

Children have opportunities to be outdoors on a daily basis. They develop skills of balance and coordination, for example, through regular movement activities where they practise different ways of moving their bodies. Staff support children to learn about healthy lifestyles. For instance, children have a clear understanding of how handwashing 'keeps germs away from their tummies'. Staff help children to develop high levels of confidence and self-esteem. For example, they encourage children to celebrate their achievements and applaud themselves.

### Outcomes for children are good

Children develop the skills they need for their future learning and the eventual move to school. They develop good levels of confidence and are keen to share their achievements with others, such as performing songs they have made up themselves. Children develop a secure understanding of other countries around the world. They are articulate communicators, sharing their understanding that China is further away than France. Children develop good mathematical understanding. For instance, they maintain good concentration arranging counting cubes in ascending number order, and matching numerals.

## Setting details

<b>Unique reference number</b>	EY501730
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	1054865
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Acorns Preschool (Kington St Michael) CIO
<b>Registered person unique reference number</b>	RP535509
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07932 185973

Acorns Preschool registered in 2016. The pre-school operates from 9am to 2.45pm each day, term time only. The pre-school receives funding for the provision of free early education for children aged two, three and four years. There are five members of staff who work with the children, all of whom hold early years qualifications at level 3.

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