

# Olive Hill Acorns

Olive Hill School, Springfield Road, Halesowen B62 8JZ



<b>Inspection date</b>	28 September 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 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

### The provision is good

- Leadership and management of the setting are ambitious and communicate high expectations to practitioners. The practitioner team has a secure knowledge and understanding of how young children learn. Practitioners work well together to maintain good levels of achievement for all children.
- Practitioners work well together to plan and organise rewarding activities which reflect children's differing needs, abilities and interests. Children are happy and settled. They make choices and confidently explore the comfortable, well-resourced and child-friendly surroundings.
- Practitioners have a calm, respectful and nurturing approach. They recognise the uniqueness of each child in their care as they help them settle into the group. Children develop trusting relationships with practitioners and this supports children's emotional well-being effectively.
- Partnerships with parents, the host school and other professionals work effectively and make a strong contribution to meeting children's needs. Parents speak very positively about the provision. Some say it is 'brilliant' and staff are 'friendly'. They comment on how well their children's speech and confidence have developed.

### It is not yet outstanding because:

- Practitioners do not routinely find out as much as possible from parents about what children already know and can do when they first start attending, to enable them to plan for children's individual needs from the outset.
- Children are not consistently provided with opportunities to enhance their large-muscle skills while playing outside, to support their physical development further.

## What the setting needs to do to improve further

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

- seek more detailed information from parents about children's capabilities when they first join the pre-school, to help plan for their individual needs from the outset
- develop opportunities for children to enhance their large-muscle skills when playing outside, to support their physical development further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside.
- The inspector spoke to practitioners and children at appropriate times during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the provider. She looked at relevant documentation, such as a sample of policies and procedures, children's records and evidence of the suitability of practitioners working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Jacqueline Nation

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Practitioners have a good knowledge of their role in safeguarding children. They undertake relevant training and understand what to do in the event of a concern about a child's safety. Safety in the setting is given good consideration and children are supervised well at all times. Recruitment and vetting procedures are robust to ensure practitioners are suitable for their role. Ongoing professional development is effective and used to maintain good levels of teaching and learning. There is a strong commitment to evaluate and reflect on practice to secure improvement. Practitioners keep a close check on children's progress and this is shared with parents. Children's next steps in learning are identified, planned for successfully and linked to their interests.

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

Practitioners use their observations well to plan enjoyable and purposeful activities which children enjoy. Practitioners are skilled at playing alongside children and following their lead. They encourage children to express their thoughts and use new words. Children enjoy singing action songs at group time and enthusiastically sing their 'Hello' song. Practitioners identify children's interests, such as pets and robots, and build these into future planning. Older children talk confidently about what they are doing. For example, they use wooden bricks to build a 'big house' and count how many bricks they have used. Children enjoy water play, filling and emptying containers, and watch closely at what happens when they pour water through a sieve. All children enjoy counting, making marks and drawing. Young children have a good command of language and describe the big eggs, triangles and squares in their drawings.

### Personal development, behaviour and welfare are good

Children's personal, social and emotional development is nurtured well. Practitioners focus on working closely with parents and children as they help them settle into the pre-school. Good arrangements are in place for those children who also attend the nursery class in school. These well-considered transition arrangements support children's well-being. Practitioners provide an environment which is well organised to meet the needs of all children. For example, children who attend the after-school club benefit from a relaxed approach that enables them to choose freely from the range of activities available inside or to play outside. Children's health and well-being are promoted successfully and they learn about healthy lifestyles. Children enjoy spending time outside and they eat healthy snacks. Children receive praise and stickers for their achievements, which motivate their self-esteem and build their confidence. Practitioners are good role models who teach young children how to be kind, share and think about others as they play.

### Outcomes for children are good

All children make good progress and develop the key skills in preparation for their future learning, including school. They develop independence as they make choices about what they would like to play with and learn how to manage their own personal care. Children talk confidently about what they enjoy at pre-school, such as water play, playing with

drums and building with bricks. Children learn how to develop positive relationships with others and about the world around them.

## Setting details

<b>Unique reference number</b>	EY499988
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10076704
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	51
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Melanie Gooch & Samantha Riley Partnership
<b>Registered person unique reference number</b>	RP906440
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07866264499

Olive Hill Acorns registered in 2016. It employs 12 members of childcare staff. Of these, 10 hold qualifications ranging from level 3 to level 6. The pre-school is open Monday to Friday from 9am until 3pm, during school term times. The after-school club is open Monday to Friday from 3pm until 6pm, during school term times. The pre-school provides funded early education for two-, three- and four-year-old children.

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