

Acorn Community Pre-School



Lockerley Village Hall, Lockerley, Romsey, Hampshire, SO51 0JG

Inspection date	21 October 2016
Previous inspection date	25 October 2012

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

- The manager and staff team understand their roles and responsibilities. They actively seek the views of others, such as parents, to help them reflect on their practice and identify aspects of the environment to improve.
- Staff assess children's progress regularly to help them identify any gaps in their learning. They plan for children's next steps in learning, for example, using their observations and information from parents. This helps children to make good progress.
- Children are motivated and engaged learners who are eager to participate in activities. Staff use a variety of methods, such as questions, to support all children's communication and language skills.
- Children behave well. They freely take turns, share and consider the views, thoughts and opinions of other children. Staff are calm, respectful and have high expectations of children.
- Parents are kept informed about their children's progress, for example, during the daily discussions with staff. Partnerships with parents and local schools are good. Parents feel welcome and are complementary about the nursery.

It is not yet outstanding because:

- Staff miss opportunities to help children learn to do things for themselves to extend their independence skills further.

What the setting needs to do to improve further

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

- develop further the range of opportunities for children to extend their independence skills.

Inspection activities

- The inspector observed the quality of teaching during the activities indoors and outdoors.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of the suitability checks and training of staff working with the children.
- The inspector spoke to parents during the inspection and took into account their views.

Inspector

Vanessa Dooley

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of the action to take if they have concerns about the welfare of a child. They have regular opportunities to meet with the managers to discuss their skills, knowledge and practice. For example, staff identify additional training courses they wish to attend, which helps them to provide specific support for children who need additional help to catch up. The managers and staff monitor children's progress carefully, which helps them to identify any gaps in children's learning. Staff make good use of their partnerships with other professionals, for instance, to seek additional support and guidance. This helps children to catch up. Good links exist with the local school. This helps to develop a shared approach to learning and supports children as they move on to the next stage in their development.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn and how to engage, motivate and stimulate them. Children engage in purposeful conversations with staff, which helps them to extend their language. Staff provide a wide range of opportunities for children to learn about the natural world. For example, children go outside to look for insects hiding in the garden. They learn how to have care and concern for living things. Staff help children to develop their mathematical skills. For example, they encourage children to compare and place fondant icing worms in order of size. Children enjoy being creative and imaginative. For example, they used a wide variety of boxes and cardboard to create a fire engine after talking about people in the community.

Personal development, behaviour and welfare are good

Children build good relationships with staff and each other. This helps to support their emotional well-being. Staff work closely with the parents, which helps them to develop a good knowledge of each child's needs and interests. Staff help children to understand and respect the differences between themselves and others in the community. For example, wall displays and a good range of resources help children to explore and reflect on different cultures and customs. Staff support children's physical well-being effectively. For example, children run energetically up and down the hill and learn to balance, climb and move about on large play equipment, such as the climbing frame.

Outcomes for children are good

All children make good progress from their starting points. Children follow instructions well and listen attentively. They have good communication and language skills and hold conversations with staff. Children confidently share ideas with each other during their play. All children develop important skills to help them in their future learning, including starting school.

Setting details

Unique reference number	109665
Local authority	Hampshire
Inspection number	1058717
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	11
Name of registered person	Acorn Community Pre-School Committee
Registered person unique reference number	RP517996
Date of previous inspection	25 October 2012
Telephone number	01794 342441

Acorn Community Pre-School opened in 1983. It is located in Lockerley, Hampshire. The pre-school is open each morning, from 9am to midday, term time only. There are four members of staff employed, three of whom have relevant early years qualifications.

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