

# Acorn Community Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	109665
<b>Inspection date</b>	14/11/2008
<b>Inspector</b>	Penny Wood
<b>Setting address</b>	Lockerley Village Hall, Lockerley, Romsey, Hampshire, SO51 0JG
<b>Telephone number</b>	01794 342441
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Acorn Community Pre-school opened in 1984 and operates from the village hall in Lockerley, near Romsey in Hampshire. The setting utilises all areas of the village hall and the outdoor play area of the primary school situated next door. The premises do not pose access restrictions to persons with disabilities.

A maximum of 24 children within the early years age group may attend the setting at any one time and there are currently 16 children aged between two and four years old on roll. The setting is open Monday, Tuesday, Wednesday and Friday mornings between 09:30 and 12:00, term-time only. The setting employs four staff, of these, three are suitably qualified. The setting is registered on the Early Years Register.

## Overall effectiveness of the early years provision

Children enter the setting with ease. They quickly settle into their play and enjoy a good range of activities, which are accessible to all those present. Staff have a good understanding of how to adapt activities to include and support all children, particularly those children with additional needs.

Since the last inspection, the pre-school has received high levels of support from both their advisory teacher and a pre-school development worker. Staff have worked hard to make improvements and as a result, the quality of provision, particularly in relation to children's learning and development has improved. However, this area remains the main focus for further development in future.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop ways in which to involve parents in children's learning and development, particularly through supporting topics and how parents may extend children's learning at home
- continue to develop children's assessment records to ensure they are consistently maintained for all children
- ensure children experience appropriate levels of challenge to ensure they all reach their full potential within their learning journey

To fully meet the specific requirements of the EYFS, the registered person must:

- improve the committee's understanding of their role and the requirements which must be met and submit the required documentation to notify Ofsted of changes to the management committee (Suitable people)

28/11/2008

## **The leadership and management of the early years provision**

Staff work well as a team. Children benefit from the high ratio of staff, which ensures they receive high levels of support and attention. They deploy themselves effectively in order to support the children in their play and during activities. Appropriate recruitment and induction procedures ensure staff are suitable to work with children and aware of their role and responsibilities within the group.

Staff and the committee have an appropriate system in place for evaluating the provision and children's experiences. For example, they discuss practice issues as they arise and during staff and committee meetings. The required policies and procedures are in place and up-to-date having recently been reviewed and all required documentation, such as accident records and registers are in place and completed in appropriate detail.

The committee has recently undergone changes within its structure, but have failed to notify Ofsted appropriately of such changes as is required within regulations. As a result, the relevant checks have not been completed by Ofsted to ensure all adults on the committee are suitable to be associated with a childcare setting.

Parents benefit from receiving good information within the pre-school's prospectus, which includes information relating to children's learning and development. However, staff do not actively encourage parents to support children in topics, for example, by bringing in relevant items from home to discuss with their friends, or by offering ideas on how topics may be extended at home. Further information is supplied to parents through newsletters and information displayed on a notice board within the foyer.

Good systems are in place to safeguard children's welfare. Staff conduct daily risk assessments on the premises in order to reduce hazards. When visiting the school next door, good procedures, such as the use of a safety rope for children to hold onto when walking to and from the pre-school, promotes children's safety. Staff have a sound understanding of the child protection policy and the procedures to follow should concerns relating to a child's welfare arise.

## **The quality and standards of the early years provision**

Children enjoy participating in a good balance of adult led and child initiated activities. They access the activities and resources with ease, moving freely between one area and another. Staff follow children's interests and provide opportunities accordingly, resulting in them being occupied and interested in their play. For example, on showing an interest in safety relating to bonfire night, staff extended this topic to include activities based around road safety. Activities are well resourced. Within the road safety area, children enjoyed wearing different tabards and hats, using road safety signs and riding tricycles across a zebra crossing stuck to the floor.

Opportunities ensure children make appropriate progress across the early learning goals. However, children are not always sufficiently challenged during activities according to their individual abilities, limiting their full learning potential. For example, some children show confidence when using scissors, yet staff pre-cut craft templates, limiting the challenge for children to cut complex shapes for themselves.

Most children have an appropriate record in place in which staff record children's achievements. Staff have a good system for recording observations on children, which when recorded within children's records are a useful tool for staff to track and monitor children's progress and development. However, observations are not consistently recorded within children's records in order to ensure the records accurately reflect children's stages of development. Most children have a scrapbook, which displays examples of their work and photographs of them during play and opportunities.

Children are developing good relationships with each other. They play well during role-play games, co-operating and supporting each other's ideas. They share resources such as glue sticks and collage materials, passing them to each other when asked. Generally, children behave well. Children enjoy coming together for group activities, although are better behaved when active, such as when singing action songs, rather than when trying to sit still to listen to a story. They enjoy a social snack time, sitting together to eat and chatting about their play and experiences.

Within their daily routines, children are developing an appropriate understanding of hygiene procedures. They willingly wash their hands after art and craft activities, seeking support from staff to roll up their sleeves to prevent them from getting wet. Children are physically active which promotes their good health. They enjoy opportunities to play in the school grounds where they are able to develop their co-ordination skills whilst playing on the wooden assault course or with different pieces of equipment, such as balls and hoops. During inclement weather, they benefit from being able to utilise the large hall for indoor physical activities.

The provision of topics based upon areas such as safety encourages children to develop an awareness of maintaining their own safety. When playing, staff re-enforce safety, for example, by reminding children to keep the sand low so that it does not go in children's eyes. Within their role-play, children recognise and implement safety procedures. For example, one child used oven gloves when carrying a pizza, saying to staff 'the oven is really hot'.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.