

Acorn Community Pre-School

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

Inspection date	25/10/2012
Previous inspection date	14/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children benefit from the range of visitors to the pre-school. They enjoy meeting new people and are excited about visits from regular volunteers.
- Engagement with parents is effective. They receive a great deal of information about their children's learning and development, and are encouraged to share 'good moments' from home about their children's achievements.
- Staff work well with other agencies to ensure that any interventions needed for particular children are quickly secured to ensure that children receive the support they need.
- Children behave very well and many play cooperatively with their friends, staff and volunteers.

It is not yet outstanding because

- The supervisor carries out regular appraisals for the staff to identify their future training needs. She also attends regular training to increase her own knowledge and understanding. However, the committee are not as proactive in conducting appraisals for the supervisor to better support her in her role.
- Staff plan a wide range of mathematical activities but miss some chances to use unplanned opportunities to encourage children to use everyday language to talk about size, weight, capacity, position, distance, time and money.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector spoke to the supervisor, staff and volunteers at appropriate times throughout the observations.

The inspector looked at children's learning journeys, planning documentation, the self-evaluation form and a selection of policies and children's records and staff suitability records.
- The inspector also took account of the views of two parents spoken to on the day.
- The inspector looked at reports from the local authority advisers.

Inspector

Alison Kaplonek

Full Report

Information about the setting

Acorn Community Pre-school in Lockerley, near Romsey, Hampshire was registered in 1983. The setting has sole use of a separate annex adjoining the village hall and utilises the outdoor play area of the primary school situated next door. The setting occupies two floors, the ground floor of which has disabled facilities. There are currently 10 children aged between two and four years old on roll. The setting is open each morning between 9am and 12 noon, term-time only. The setting employs five staff, of these three are

suitably qualified.

What the setting needs to do to improve further

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

- develop the educational programme for mathematics by using unplanned opportunities to encourage children to use everyday language to talk about size, weight, capacity, position, distance, time and money
- strengthen the appraisal systems to fully promote all staff's professional development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make progress well in most areas of their learning and development as a result of the delivery of good quality educational programmes. A secure key person system ensures that staff know the children very well and are able to plan interesting and challenging activities. Children develop a good range of physical skills, think critically and explore during these activities. All staff create a calm but busy atmosphere within the pre-school and this has a positive impact on children's learning and development. Children enter happily and make choices from the wide range of activities provided. They enjoy playing and learning both indoors, and outside when they are able to use the local school playground. They benefit from good support and encouragement from well qualified, experienced staff and from the range of volunteers who visit regularly.

Children develop good communication skills as they decorate their 'Halloween' biscuits, talking about the colours they are using or where they are going to put the icing. They listen very attentively at story time and laugh at the things the puppet says or does. They enjoy looking at books with staff and confidently point to the pictures and talk about the characters. They know to take care of books and that toys must be packed away at certain times during the session. Children count well and recognise numbers as they play number games with staff. They count how many biscuits they have decorated or how many different colours of icing they have used. Staff plan a wide range of mathematical activities but miss some chances to use unplanned opportunities to encourage children to use everyday language to talk about size, weight, capacity, position, distance, time and money.

The staff make accurate assessments of children's learning. They look at children's starting points when they enter the pre-school and regularly involve parents in this process. They make numerous observations of each child. They use this information, together with photographs and examples of children's work, to build an accurate picture of each child's abilities and identify any areas for development. Children with any particular learning needs are very well supported during this process. Staff work closely with parents and other professionals to enable children to make progress and continue to be included in all activities.

Engagement with parents is effective. They receive a great deal of information about their children's learning and development. Parents can come into the pre-school and talk to their child's key person or the supervisor at any time. They are provided with accurate information about their child's progress in all areas of learning and can see examples of their children's work in the 'Learning journals'. Parents are encouraged to be involved in their children's learning at home. They share books that their children regularly borrow from the pre-school. They are encouraged to share 'good moments' from home with staff who then talk with the children about what they have achieved, and reward kind or helpful behaviour. These strategies enable staff to support learning and meet the children's individual needs well.

The contribution of the early years provision to the well-being of children

Children are happy, settled and enjoy their time at the pre-school. Care practices are good and children learn about good hygiene routines and are developing a strong sense of independence. They confidently help themselves to equipment and interact well with staff, asking for help or support if required. Through the effective key person system, staff know the children well and establish secure emotional attachments. This enables children to feel safe and secure and to confidently explore their surroundings and develop their independence. They use a good range of resources that support their learning, confidently selecting and making choices. Children know the routine well and tidy the toys away before story time. With support, they are able to find their name label before sitting down for snack. They know to sit quietly while eating and enjoy the interaction with staff who sit and eat with them. They chat confidently about the food they have bought to pre-school and about healthy eating and hand washing.

Children behave very well and many play cooperatively with their friends and staff, talking about what they are doing or making rules for their imaginative games. They understand the rules of the pre-school; they learn that they must be kind to one another and take turns with equipment. Staff use effective strategies such as praising or rewarding good behaviour to encourage children to behave well and to be helpful. Children respond very well to this and offer to put out the name labels at snack time or remind other children about tidy-up time.

The pre-school staff share information about children's welfare and learning and development needs with other providers and work together to complement and support one another. They have visits from teachers from local schools to help support the

transition of older children who are moving on to school.

The effectiveness of the leadership and management of the early years provision

The pre-school supervisor, staff and the committee work well together to ensure that the setting is organised efficiently and operates smoothly on a day-to-day basis. They have a good understanding of their responsibilities in meeting the welfare, safeguarding and learning and development requirements and ensuring staff suitability. Effective systems are in place to ensure that all staff are suitably qualified and appropriately vetted. The supervisor carries out regular appraisals for the staff to identify their future training needs. She actively updates her knowledge and understanding, however, the committee are not as proactive in conducting appraisals to better support her in her role.

Staff deployment is very good and provides children with a safe, calm environment and good adult support. Staff and volunteers know where help is needed and which children would benefit from additional support or encouragement to join in with certain activities. A wide range of effective policies and procedures and accurate completion of records ensures children's needs are well met and that they are fully safeguarded. The named member of staff for safeguarding is well qualified and understands her local safeguarding procedures.

Staff organise the environment into learning areas to ensure it is interesting and welcoming for children and meets their learning needs. Management also monitor the education provided for children, enabling children to make good progress in all areas of learning. Partnerships with parents are strong. Parents receive clear information and are fully involved in their child's learning. Staff work well with other agencies to ensure that any interventions needed are secured and children receive the support they need.

Accurate self-evaluation is carried out and the pre-school are able to successfully identify strengths and areas for development. They have made good progress since their last inspection and improved the learning outcomes for all children at the pre-school.

What inspection judgements mean

Registered early years provision

Grade Judgement Description

Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations

in one or more of the key areas. It requires improvement in order to be good.

Grade 4 Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	109665
Local authority	Hampshire
Inspection number	813368
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	10
Name of provider	Acorn Community Pre-School
Date of previous inspection	14/11/2008
Telephone number	01794 342441

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Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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