

# Little Acorns Pre-School

Little Acorns Nursery, Eversley Village Hall, Glaston Hill Road, Eversley, Hook,  
Hampshire, RG27 0LX



**Inspection date** 17 January 2018  
Previous inspection date 17 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children enjoy their time in a well-resourced and interesting learning environment. They make good progress. Staff ensure effective support for learners who prefer an outside environment, through free access to the setting's stimulating and welcoming garden.
- Children who have special educational needs (SEN) receive exceptional support. There is a very close partnership between the setting and other professionals involved in the children's lives, who actively praise the support given by staff. Staff follow guidance extremely well to enable gaps in children's learning to close promptly.
- The manager evaluates the quality of the provision well through a variety of ways, such as detailed action plans and reviews of the learning environments. She includes the views of all staff, children and parents. This has helped the manager to identify further areas to prioritise so that there are continuous improvements that benefit children.

### It is not yet outstanding because:

- Occasionally, the organisation of transition times between routines leads to younger children becoming distracted and not fully engaged in the activities on offer.
- The manager has introduced a new system to monitor the achievements of different groups of children; however, it does not successfully show or measure children's continued progress as well as it could.

## What the setting needs to do to improve further

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

- organise the transition from one activity to another to make it easier for younger children to be more engaged and actively involved
- build further on the new systems for monitoring progress, to help all children continue to make high rates of progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and they discussed their findings.
- The inspector discussed planning and children's progress with key persons and the manager. She discussed staff suitability and qualifications, and the setting's action plan with the manager.
- The inspector spoke to staff about their knowledge of child protection and the procedures they follow to keep children safe.
- The inspector spent time with parents and children and took account of their views.

### Inspector

Nina Lambkin

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of the procedures to follow and how to report any concerns they may have about a child's welfare. The manager follows effective systems for the safe recruitment of staff and routinely checks their ongoing suitability. The manager completes thorough risk assessments of the premises and deploys staff effectively to meet adult-to-child ratios, supervise children and meet their needs well. The manager uses effective supervision and regular meetings to help ensure all staff are confident and capable in their roles. Staff access a range of training to improve their practice. This has led them to support children's speech and language skills further by modelling words correctly so children hear them pronounced correctly.

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

Staff have a good understanding of how children learn. They observe and assess children's learning and development effectively, which helps them to plan for what children need to learn next. Staff relate well to children. They ask questions and extend learning that encourages children to be interested and excited in their play. For example, they encourage children to think and recall details about their holidays, where they went and how they got there. Children learn about similarities and differences well. They explore a range of resources that positively reflects diversity and learn about a range of festivals throughout the year.

### Personal development, behaviour and welfare are outstanding

Staff support children's good health and physical well-being extremely well. Children benefit greatly from outdoor play and develop excellent strength, coordination and balance. For example, they expertly arrange planks between tyres and successfully and safely negotiate their way across them. Staff very effectively help children to manage their own behaviour. For instance, they sensitively help children to talk about their feelings and promote an environment that fosters great mutual respect and trust. The excellent communication with parents means children continually receive consistent boundaries. Staff enthusiastically celebrate each child's achievements. Children have excellent self-confidence and self-esteem. They develop very positive behaviours and attitudes to learning. They show exceptional kindness and tolerance to each other.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress from their starting points in learning. Children engage enthusiastically in activities with imagination and energy. For example, they spend time 'cooking' play dough to make birthday cakes for their friends. Children receive good support in their early mathematical skills. For example, staff engage children to count the straw candles on the 'cakes' they make. Children quickly grow in independence and enjoy taking responsibility for small tasks, such as pouring their own drinks at snack and putting on their coats.

## Setting details

<b>Unique reference number</b>	EY304771
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1070666
<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>	32
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Sandra Anne Jensen
<b>Registered person unique reference number</b>	RP905217
<b>Date of previous inspection</b>	17 October 2014
<b>Telephone number</b>	07808 916500

Little Acorns Pre-School registered in 2005. It is in Eversley, near Hook, Hampshire. The pre-school opens between 9am and 1pm each weekday, including a daily lunch club. The setting operates during school term times only. The setting receives funding for the provision of free early education for children aged two, three and four years. There are four members of staff, three of whom hold relevant early years qualifications at level 3.

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