

# Little Thetford Acorns Pre-School and Children's Club



Oak Field, The Wyches, Little Thetford, Ely, Cambridgeshire CB6 3HG

<b>Inspection date</b>	12 September 2018
Previous inspection date	7 July 2016

<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 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

- The manager leads a dedicated staff team that works to improve outcomes for children. Staff morale is high.
- Staff observe and check children's ongoing progress regularly and plan their next steps in learning effectively. This supports children's development and they make good progress.
- Focused improvement plans include feedback from parents, staff, children and the committee. These help to target and address areas for improvement well.
- Staff have developed warm, trusting relationships between themselves and the children. This helps children to develop a strong sense of emotional well-being.
- Overall, staff have developed strong partnerships with parents. They make plenty of time to discuss children's achievements and provide parents with good support for children's development at home. Parents feel well supported and give high praise for the care their children receive.

### It is not yet outstanding because:

- At times, some staff do not make the most of their interactions with children to develop children's thinking skills as they play.
- Staff do not consistently make effective use of the information they gather from parents about what their children already know and can do on entry to the setting.

## What the setting needs to do to improve further

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

- support staff to make the most of opportunities that arise during conversations and activities to fully extend children's learning
- gather more detailed information from parents about what their children already know and can do when they start at the pre-school and use this information to establish more accurate starting points.

### 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 spoke to staff, children and committee members at appropriate times during the inspection.
- The inspector completed a joint observation of an activity with the pre-school manager.
- The inspector sampled a range of documents including children's learning records and evidence of staff's suitability to work with children.
- The inspector spoke with parents and took account of their views.

#### Inspector

Tracey Dawson

## Inspection findings

### Effectiveness of leadership and management is good

The manager is passionate about her role. She leads by example and works with the children every day, successfully modelling good practice. Staff work with enthusiasm and build positive relationships with parents, children and other professionals. Safeguarding is effective. Staff have a thorough understanding of their safeguarding responsibilities. They know the procedures to follow if they are concerned a child is at risk of harm. All staff attend child protection training regularly and their knowledge is reviewed at team and supervisory meetings. Recruitment procedures are rigorous, and the efficient induction of new staff and regular one-to-one support and training opportunities lead to consistency in the care of the children. Close links with local schools help staff to support children as they prepare to move into their reception classes.

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

Staff know the children well. They have a good understanding of child development and overall, know how to promote children's learning through play. Staff promote children's language development well. For example, they repeat children's attempts at sentences and model new words clearly. Children benefit from plenty of opportunities to develop their imagination. Staff use real resources where possible, such as lamps and kitchen utensils in the home corner and model the use of these. Staff encourage children's ideas well. For example, when outside, children decide to make pancakes and staff encourage the children to choose their favourite toppings.

### Personal development, behaviour and welfare are good

The pre-school is calm and friendly. When the children arrive they are keen to learn and participate. An effective key-person system is in place and staff know the children well. Children are familiar with the routine and staff's expectations, and they help to tidy away toys. Children have daily opportunities to develop their physical skills, for example, in the outside area as they climb and balance on equipment. Staff support children to make healthy choices at snack time. Staff help children to develop self-help skills, such as buttering their own crackers and using tongs to select fruit.

### Outcomes for children are good

Children make good progress during their time at the pre-school. They learn how to care for animals. For example, they take turns holding and feeding the pre-school's guinea pigs. Children work well together to tidy up after activities and independently put on their boots to go outside. They develop skills in readiness for writing, such as drawing and painting to strengthen their hand muscles. They use tools such as rolling pins and cutters with increasing skill. Children are successfully acquiring the skills they need to move onto their next stage of learning or school.

## Setting details

<b>Unique reference number</b>	EY405040
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10062129
<b>Type of provision</b>	Sessional 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 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Little Thetford Acorns
<b>Registered person unique reference number</b>	RP529498
<b>Date of previous inspection</b>	7 July 2016
<b>Telephone number</b>	01353 649234

Little Thetford Acorns Pre-School and Children's Club registered in 2010. The pre-school opens Monday to Friday during school term time. Sessions are from 9am until 3pm. The pre-school is a committee run group and receives funding for two-, three- and four-year-old children. The pre-school employs six staff, all of whom hold qualifications at level 3 or above.

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