

Inspection of Acorn Preschool

Vane Close, Norwich NR7 0US

Inspection date: 14 January 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children settle in at the pre-school quickly. If they struggle, the kind staff provide reassurance. Staff use a range of strategies to help children to become engaged and feel comfortable in their surroundings. They use the information they gather from parents when children start, to provide a range of interesting and exciting activities that children swiftly choose from and join in with as they arrive.

Staff support children to build on their existing language and communication skills. They introduce new vocabulary to children at appropriate times. For instance, staff speak to children about what they are eating, using new descriptive language to help children describe their fruit. Staff hold discussions with children as they play about what they are doing, and this builds on children's existing learning successfully.

There is a strong focus on children's social and emotional development at the pre-school. Children behave well and staff encourage them to build friendships with one another. They invite other children to join in as they play games outside with the children. If children have minor disagreements, staff deal with these sensitively, encouraging children to share and take turns with the resources on offer.

What does the early years setting do well and what does it need to do better?

- Planning is based on children's interests and this helps staff to ensure that learning opportunities are exciting and motivating. Children have a range of opportunities across the different areas of the pre-school to build their knowledge and skills. Staff help children to make links between their different experiences to deepen their knowledge of what they are learning about. For instance, staff provide a range of opportunities for children to learn about healthy eating and why different foods are good for them.
- Children enjoy listening to stories together. They then attempt to re-read the story to their friends and staff, turning the pages carefully as they sit in the chair and tell the main parts of the story. Staff check children's knowledge and understanding. For instance, they ask them questions about what they can see in the story as they turn the pages. This helps staff to identify what children have gained from their learning experiences.
- Staff make the most of routine parts of the day, such as snack time. They recognise the importance of children gaining the skills they need to manage their own needs. Staff differentiate their interactions with children to help them build on the skills they already have. For instance, they help younger children to use the knife to cut fruit, whereas older children do this for themselves and persevere even if it becomes tricky.
- Staff explain to children why the rules are in place and help them to take

ownership for tasks, such as tidying up when they spill water. Children willingly help with this, and staff praise them for their help. This supports children to understand what staff expect of them and helps them to develop their independence in preparation for moving on to school.

- Leaders have a clear oversight of the pre-school. They work collaboratively together to continue to improve the setting further. They know the families they work with and strive to provide the best for all children who attend. Professional relationships with other agencies and services are strong. This particularly supports children with special educational needs and/or disabilities. Strategies and information are shared between professionals, staff and parents to help provide children with consistent approaches and support.
- The staff team works closely together. Leaders monitor staff practice effectively and provide regular training and support. Staff and leaders regularly discuss the children and their progress. However, sometimes the next steps that staff identify for children are not focused or relevant enough to fully meet individual children's needs and stages of development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to identify highly focused and relevant targets for children to help them make the best possible progress in their learning and development.

Setting details

Unique reference number	EY360037
Local authority	Norfolk
Inspection number	10372128
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	46
Name of registered person	Acorn Preschool (Dussindale)
Registered person unique reference number	RP519110
Telephone number	01603 436934
Date of previous inspection	3 April 2019

Information about this early years setting

Acorn Preschool registered in 2007. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.45am until 3.15pm. The pre-school provides funded early education for all eligible children.

Information about this inspection

Inspector

Jenny Hardy

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during snack time.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

We carried out this inspection 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.

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