

Acorn Preschool

Holy Rood Church, Gosport Road, Stubbington, Fareham, Hampshire, PO14 2AS



Inspection date

28 June 2017

Previous inspection date

12 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and staff regularly share information and expertise with parents and other professionals to help provide children with consistent learning opportunities.
- Children behave well. Staff support them to understand about fairness, how to share and be kind. For example, older children help their younger friends as they climb the slide and hold their hands when they reach the top.
- Children who have special educational needs or those who speak English as an additional language are supported well through a range of helpful strategies by caring staff who develop partnerships with a range of professionals.
- Staff engage young children effectively in a wide range of books and develop their early literacy skills well. For example, they enhance traditional nursery tales using props and puppets. Children are excited to join in and learn.
- Children are happy and confident. Staff have good relationships with children and have a secure knowledge of their interests. This helps children settle quickly and supports their emotional well-being. Children are emotionally ready to learn and progress well.

It is not yet outstanding because:

- The manager does not monitor the effectiveness of staff performance rigorously and identify their professional development needs fully, particularly to help staff keep up to date with current best practice
- The manager and staff do not consistently promote children's independence as much as possible. For example, they sometimes do things that older children could manage for themselves.

What the setting needs to do to improve further

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

- build on staff monitoring even further to help continually raise the quality of staff practice to the highest level, and particularly to help staff keep up to date with current best practice
- provide children with more chances to develop their independence as far as possible before their move on to school.

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 the key persons and the manager. She discussed staff suitability, qualifications and the nursery'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 and took account of the views of parents.

Inspector

Nina Lambkin

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff are well qualified. They demonstrate good teaching skills and consistently promote children's ongoing learning and progress. For example, additional funding has been used to implement a programme of focused activity groups using simple signs to better support language development for young children. The manager evaluates the strengths and areas of development for the nursery well. She seeks the views of others to continuously make improvements. Safeguarding is effective. Recruitment procedures are robust. Staff understand their roles and responsibilities in protecting children's welfare. They know how to recognise the signs and symptoms of abuse and how to share any information correctly.

Quality of teaching, learning and assessment is good

Staff use their observations to make assessments and plan for children's next steps in learning. They understand the different ways in which children learn, providing good resources, activities and support to meet their individual needs. For example, staff encourage children to count the dinosaurs they find hidden in the sand and promote their creativity through painting and chalk pictures. Staff gather detailed information from parents about children's interests and development at home. They use this well to help them build on children's learning experiences. Staff support children to learn and care about the world around them. For example, children excitedly build houses for bugs and chat about what insects may want to live in them.

Personal development, behaviour and welfare are good

Staff have created a well-resourced and motivating environment. Children independently choose from a good range of resources as they freely initiate their own play. Staff use an established system, such as different signs and symbols, to communicate with all the children. They ensure every child, regardless of age or ability, including those with additional needs, is able to express themselves to staff and each other. This supports their continued sense of security and well-being. Children enjoy the chance to be physically active and take risks in their play. For example, they learn to negotiate and balance on a bridge they make outside from crates and logs.

Outcomes for children are good

Children are motivated to learn and are encouraged to develop a wide range of skills in readiness for school. For example, they practise early writing skills and make marks using water and brushes outside. They happily describe what they have drawn to staff. Children gain a good awareness of themselves and of the similarities and differences between themselves and others. For example, they observe positive images of diversity and choose from a range of multicultural resources, such as books, dolls and puzzles. All children make good progress from when they first start at the setting.

Setting details

Unique reference number	110050
Local authority	Hampshire
Inspection number	1089059
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	34
Number of children on roll	62
Name of registered person	Holy Rood Church Centre Committee
Registered person unique reference number	RP910636
Date of previous inspection	12 May 2015
Telephone number	01329 661154 or 07961523738

Acorn Preschool registered in 2000. It is located in Stubbington, Hampshire. There are 10 members of staff, of whom eight hold relevant childcare qualifications at level 3 and above. The pre-school operates during school term times and opens from 9am to 3.30pm on each weekday except Wednesday, when it opens from 12pm to 3.30pm. The pre-school receives funding for the provision of free early education for children aged two-, three- and four-years-old.

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