

# Inspection of Little Acorns Pre-School

The Village Hall, Westmore Green, Tatsfield, Westerham, Kent TN16 2AG

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Inspection date: 5 December 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 form close relationships with the warm and friendly staff. They feel safe and secure in the knowledge that they can express their emotions and views. For example, staff take time to talk to children as they look in a mirror and discuss how they are feeling. Children are well behaved, and staff praise them for acts of kindness. Staff are consistent in their approach to support children to develop their independence. Children queue up to wash their own hands, put rubbish in the bin and tidy up their toys. Staff encourage children to practise tricky tasks for themselves. As such, children develop well in their independence skills.

Staff design a curriculum that focuses on children's involvement in their community. For example, children take part in a weekly gardening club. They then use the skills that they have learned to plant spring bulbs around the village. Children talk about growing flowers to take part in the local horticultural show. Staff arrange for guests to visit the children at the pre-school, including the road crossing patrol officer. The children greet her by name and know that she helps them to safely cross the road outside. These activities enthuse and inspire children and teach them the value of their community.

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

- Creativity is fully embedded into children's play. They access a wide range of materials. For example, indoors, children construct with large boxes to build a robot. Outdoors, they pour water down a ramp and adjust tubes to catch the water. Staff help children to develop their critical thinking as they play.
- Staff's interactions with children are meaningful. They take time to talk to children and introduce a wide range of vocabulary. For example, staff explain about perseverance and use words such as 'creative' and 'imagination'. However, sometimes, when staff ask questions, they do not give children enough time to answer. This means that children do not always get the opportunity to practise their developing language skills.
- Staff know how to develop children's fine motor skills. They provide children with many ways to build their finger strength and dexterity. For example, children press twigs, leaves and herbs into play dough to make a hedgehog. This helps children practise their manipulation skills in preparation for early writing.
- Staff implement effective strategies to help children manage their own behaviour. For example, when children want to play with someone else's toy, they go and get a sand timer. Once the time is up, children happily share the toy and say, 'thank you'. Staff praise them and explain how happy they feel. Children learn to negotiate and how to solve problems on their own.
- During the session staff organise group time to focus on what children need to learn next. For example, they listen to a story that allows them to explore what

they have learned during the morning activities. Children engage with story time. However, staff do not fully utilise the use of books during children's play to further support their early literacy development and promote their love of reading.

- Staff support children with special educational needs and/or disabilities (SEND) very well. They work with external professionals to implement effective strategies to help children choose and share what they want to do next. For example, staff encourage children to use a communication board and book. This means that children with limited language can communicate effectively and have their needs met.
- Staff reflect on ways to improve the pre-school and listen to the views of parents. For example, after receiving feedback from parents, staff organise a 'Crafty Christmas' event for the whole family. Parents visit the pre-school and say that they like going in to see what their children are learning. This helps parents know how to support their children further at home.
- Staff have built effective partnerships with other early years settings that children attend. For example, staff visit children at the other setting and share information about their progress. They discuss what children need to learn next. Children benefit from this shared approach and continuity in their care and learning.

## **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:**

- strengthen staff's questioning techniques to provide children with opportunities to further develop their communication and language skills
- enhance the use of stories and books throughout the pre-school to further promote children's love of books and support their literacy development.

## Setting details

<b>Unique reference number</b>	122751
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10367556
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Little Acorns - Tatsfield Pre-School
<b>Registered person unique reference number</b>	RP903154
<b>Telephone number</b>	01959 540775
<b>Date of previous inspection</b>	13 February 2019

## Information about this early years setting

Little Acorns Pre-School registered in 1992. It operates from the village hall in Tatsfield, Kent. The pre-school is open Monday to Friday, during school term time. Sessions are from 8.30am until 3.20pm on Monday, Tuesday, Wednesday and Thursday, and from 8.30am until 1pm on Friday. The pre-school provides funded places for children aged two, three and four years. It employs 10 members of childcare staff, of whom six hold early years qualifications at level 3 and one at level 2.

## Information about this inspection

### Inspector

Jennie Winchcombe

## Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- 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 story time.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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