

Inspection of Little Acorns Pre-School

Kennington Primary School, Kennington Road, Fulwood, PRESTON PR2 8ER

Inspection date:

10 September 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Skilled staff support children to make exceptional progress across the meticulously planned curriculum, which has communication and language skills at the core. Staff plan activities to spark children's interest from the outset. Detailed discussions with parents help staff to find out what children already know and enjoy. This helps staff to build on children's learning from the start. Staff promote children's curiosity and love of learning as they expand their breadth of experience through interesting visits. For instance, children learn about animal care at a veterinary practice. Staff promote children's sense of self and belonging superbly as they adapt the nursery environment to reflect children's home lives and heritage.

Staff are excellent role models for children, and they embed exemplary behaviour and manners throughout their teaching. Children quickly form strong bonds with staff, which continue long after they move on to school. Staff encourage imaginary play that promotes high aspirations and supports children's self-esteem. Children confidently demonstrate their depth of understanding through interesting discussions as they play. Staff skilfully extend children's vocabulary, offering contextual language, such as 'mechanic'. Children demonstrate mature levels of engagement in their play and learning, and are well prepared for a seamless transition to school.

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

- Staff promote children's thinking skills superbly. Children listen for interesting sounds, such as a bee buzzing. Staff discuss children's thought process and refer to prior learning as children match what they hear to a picture of a beehive. Children are eager to demonstrate their understanding, and are confident learners.
- Staff link children's learning to traditional stories. Children pay rapt attention as staff read in a delightfully engaging manner. Parents keenly sign up for regular slots to read to children in their home languages. Children learn to recognise, read and write their name at an early age through daily registration activities. Children's language and literacy skills are promoted exceptionally well.
- Staff and children sing and dance to the songs that signal different parts of their daily routine. Children are very helpful and fiercely independent. Staff teach children the importance of the contribution of each individual to maintaining the nursery environment. Consequently, the nursery is a calm space where children thrive.
- Children learn about their own cultures and those of others through many enticing activities and high-quality interactions. They build and discuss models of religious buildings. A visit from a parent helps children to learn to use and care for prayer mats correctly. Staff and children listen to talking books together and

they learn to pronounce words in different languages. Appreciation of diversity is integral to children's nursery experience. Children are very well prepared for life in modern Britain.

- Children learn about keeping themselves and others safe. For instance, children take part in first-aid sessions where they learn key skills, such as how a child can put an adult into the recovery position and to call for emergency assistance. Children learn important life skills and gain confidence in their abilities.
- Staff prepare children for school particularly well. They have physical education lessons in the school hall and eat lunch each day in the school dining room. Children take pride in wearing their nursery uniform and are ready for the challenges of school life. Staff share detailed information with school staff to ensure that children's learning is uninterrupted as they move confidently on to school. This provides superb continuity in children's learning and development.
- Close monitoring of children's progress means that gaps in their learning are identified early on. Effective in-house learning support means that gaps are often closed before referral appointments are issued. Children with special educational needs and/or disabilities are well supported to achieve to the best of their abilities. Staff work closely with outside agencies to ensure that all children make excellent progress from their starting points.
- Staff's professional development is precisely targeted to ensure that they continually refine their superb teaching skills. This means that the unique needs of each individual child are exceptionally well promoted. Staff demonstrate dedication to their roles and share best practice with other nurseries to improve provision within the sector. Consequently, standards of practice are high and outcomes for children are exemplary.
- Partnerships with parents are a strength, and staff demonstrate an intuitive understanding of the community. Staff are extremely proactive and innovative in the ways that they engage with parents. For instance, staff have previously organised sessions specifically to bring together families from transient communities to help form supportive networks for parents. Parents' contributions to their children's education and to nursery are valued highly. This promotes exceptional consistency in children's 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.

Setting details

Unique reference number	EY417226
Local authority	Lancashire
Inspection number	10351170
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 10
Total number of places	36
Number of children on roll	42
Name of registered person	The Little Acorns Pre-School And Oaks Afterschool Club
Registered person unique reference number	RP530151
Telephone number	01772717881
Date of previous inspection	11 October 2018

Information about this early years setting

Little Acorns Pre-School registered in 2010. It operates independently on the site of Kennington Primary School in Fulwood, Preston. The pre-school operates each weekday from 8am to 3.15pm during term time. The after-school club operates from 3.30pm to 5.30pm for three days of the week during term time. Seven staff work at the pre-school, including the manager who holds an appropriate qualification at level 5. One member of staff holds an appropriate qualification at level 6, and five at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Amy Johnson

Inspection activities

- The provider spoke to the inspector about their early years curriculum and how they organise their provision.
- Staff, parents and children spoke to the inspector throughout the inspection.
- The provider and inspector completed joint observations of group activities.
- 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 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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