

# Ruardean Acorns

Ruardean C of E Primary School, School Lane, Ruardean, Gloucestershire, GL17 9XQ



## Inspection date

23 June 2015

Previous inspection date

15 May 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The quality of teaching is consistently of a high quality. Staff have high expectations of children and know their key children well. Staff complete high-quality observations and assessments, which help them clearly identify children's next steps in learning. This results in children making rapid progress in their development.
- The environment is highly stimulating, interesting and exciting, which enables children to be challenged and eager to learn. However, on occasions when children guide their own play, some staff miss opportunities to encourage the less confident children to fully engage with them and the other children.
- There are strong relationships with parents and carers. Excellent communication between them means that parents are well informed about their children's progress and are able to support their children's learning at home. Through excellent working relationships with professionals, all children get the support they need to extend their learning.
- Children are safe because the management and staff have a strong focus on safeguarding, safety and teaching children about how to keep healthy.
- The leadership is inspirational. The staff are highly motivated and work extremely well together because they are committed to ensuring they meet the individual needs of all the children. There is a strong emphasis on professional development for all staff and full use is made of their qualifications to promote outcomes for children.
- Management implements robust procedures to monitor children's progress and to ensure the regular evaluation of practice. All staff contribute to this process. They demonstrate a strong drive and commitment to ensure they are up to date with all the changes, so they can continue to maintain high-quality care.

## What the setting needs to do to improve further

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

- enhance further opportunities for less confident children, so they are fully engaged and challenged when they lead their own play.

### Inspection activities

- The inspector observed activities and staff's interactions with children in the play room, outside area and school hall.
- The inspector spoke to the children and staff at appropriate times during the inspection, and took into account of the views of parents and carers spoken to on the day.
- The inspector held a meeting and conducted a joint observation with the manager.
- The inspector checked the evidence of suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plan.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, policies and procedures, and checked the range of resources available to the children.

### Inspector

Hilary Tierney

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Children progress exceptionally well in their learning and development because the staff have a strong focus on children learning through play. They plan activities to enable children to explore the world around them inside and outside. Resources are used well to help develop children's imagination and interest. For example, the use of a tray with leaves, twigs and bark to attract insects helps children begin to learn about the world around them. Children have regular access to the forest school area on the school grounds where they are able to investigate further. Children enjoy developing early writing skills through the use of various materials, such as paint, water and crayons. Older and more able children are encouraged to write their names on their work. The environment is rich with letters, numbers and shapes to encourage children in their mathematical development. Books are easily accessible which enables children to start to understand that words have meaning. Children gain valuable skills for their eventual move to school.

### **The contribution of the early years provision to the well-being of children is outstanding**

Children settle quickly into the environment because the highly skilled, sensitive, caring staff build strong relationships with them. Children understand about keeping themselves safe and show high levels of control and confidence during activities. For example, during a group activity, children remembered to move away from their friends so they had enough space to move around to the music. Children are very well behaved and respond to the positive praise given by staff. Staff promote healthy lifestyles through providing well-balanced snacks and reminding children to drink water during hot weather. Children enjoy being able to develop their independence skills, such as putting the table cloth on, and getting cups and plates out ready for snack time. This supports children's mathematical skills as they count how many they have got.

### **The effectiveness of the leadership and management of the early years provision is outstanding**

The management and staff fully understand their roles and responsibilities as they implement the requirements to a very high standard. The manager and staff recognise the importance of training and professional development as a way to maintain an exceptionally high quality of teaching. This results in recently attended courses having a strong impact on children's development. The regular detailed evaluation of practice means that staff have worked hard to identify actions to drive improvement and the outcomes for children. Through strong links with parents, carers and other professionals, staff support children exceptionally well in the next stages of their education. For example, staff regularly visit other early years settings that children attend to observe the children at the group, which promotes continuity for children.

## Setting details

<b>Unique reference number</b>	511782
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	826269
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	23
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Ruardean Acorns Committee
<b>Date of previous inspection</b>	15 May 2009
<b>Telephone number</b>	01594 542461

Ruardean Acorns registered in 1999 and is managed by a voluntary management committee. Ruardean Acorns is open each weekday from 9am to 3.15pm during term terms. There are five staff, including the manager, who work directly with the children. The manager holds Early Years Professional Status and all other staff hold appropriate early years qualifications at levels 3 and 4.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

