

# Acorn Kids Club

Inspection report for early years provision

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**Unique reference number** 508452  
**Inspection date** 01/12/2008  
**Inspector** Tara Street

**Setting address** Green Lane Primary School, Acklam, Middlesbrough,  
Cleveland, TS5 7RU

**Telephone number** 01642 277407 or 07944 418577

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Acorn Kids Club is run by a voluntary committee. It opened in 1981 and operates from the school hall and dining room within Green Lane Primary School in the Acklam area of Middlesbrough. There are no issues which may hinder access to the premises. A maximum of 48 children aged under eight years may attend the setting at any one time. The club also offers care to children aged over eight years to 11 years. The group is open five days a week from 07.45 to 08.50 and 15.15 to 17.25, term-time only.

There are currently 103 children on roll; of these, 48 are under eight years, and of these, 10 are within the Early Years Foundation Stage (EYFS). The setting is willing to support children with learning difficulties and/or disabilities. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 11 members of staff, including the manager, who work directly with the children. Of these, nine hold appropriate early years qualifications.

## Overall effectiveness of the early years provision

Children contentedly participate in the club activities because staff arrange activities around their likes and dislikes. All children are included and supported by friendly, caring adults known to them from the school. Processes for continuous improvement are weak because leadership and management lack clear direction and knowledge of the EYFS statutory framework and cannot, therefore, be effective in meeting these requirements.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- request written permission from parents for seeking emergency medical advice or treatment for all children (Promoting good health) (also applies to both parts of the Childcare Register) 15/12/2008
- ensure a record is maintained of regular risk assessment checks and when and by whom they have been checked (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 15/12/2008
- implement observation and assessment systems to ensure young children's individual needs are met 15/12/2008

- (Assessment arrangements)
- ensure planning for children in the EYFS meets the learning and development requirements (Educational programmes) 15/12/2008
- implement the requirements set out in the EYFS framework (Organisation). 15/12/2008

## **The leadership and management of the early years provision**

The leadership and management of the setting is not effective. The committee has not provided the support required to help staff ensure the provision meets the Early Years Foundation Stage (EYFS) statutory requirements. For example, staff caring for the children are not aware of the requirements of the EYFS statutory framework. They do not have the relevant documents to refer to and cannot, therefore, be certain that they are meeting the requirements appropriately. As such, capacity to maintain continuous improvement is inadequate.

Children use an appropriate range of toys and equipment which are safe and suitable. This ensures children can play safely and enjoy their time at the setting. Staff members are appropriately qualified and deployed to provide sufficient levels of support for the children attending. There is a clear recruitment policy in place which ensures all staff who are employed are vetted for their suitability. Staff protect children from harm as they have a sound understanding of their role in child protection. Risk assessments are carried out regularly and the security of the site is a high priority. However, though there is a policy for risk assessments which identifies what needs to be checked, checks are done informally and are not recorded systematically with the required detail. Written permission is not gained from all parents to seek any necessary emergency medical advice or treatment in the future, which is required by the EYFS.

Staff form friendly relationships with parents and carers of children. They exchange verbal information at the start and end of each session, keeping parents informed about what the children have been doing and the care they have received. Links between the provision and the school are in place for the sharing of information, such as discussions with teachers about issues with individual children to ensure consistency.

## **The quality and standards of the early years provision**

Boys and girls are considered when organising activities. The environment and resources are available to everyone and children are given sufficient time and space to complete activities. Children are able to make choices from the games and craft activities offered. However, plans do not ensure that each child receives a challenging experience across all the areas of learning because staff's knowledge of the learning and development requirements and the guidance of the EYFS is inadequate. Observation and assessment systems have not been established. Consequently, adults do not have a clear enough understanding of children's

individual needs. As a result, children are not sufficiently helped to make progress towards the early learning goals.

Children are happy within the setting and enjoy the time they spend playing and chatting with their friends. Staff know children well and offer stable and consistent care. Consequently, children's personal, social and emotional development is promoted satisfactorily. Staff model positive behaviour towards each other and children. As a result, children have positive attitudes and manage their behaviour well. For example, they are very patient as they wait to take turns on the games console and while queuing for fruit at snack time. Young children get on well with older children. They share ideas and create their own games, for example, sorting and organising dinosaurs into groups of vegetarians or meat eaters. Staff ask children questions about what they are doing and try to encourage them to think for themselves. Children solve problems as they take part in art activities, put games together and play with construction materials. They enjoy free access to a range of mark-making materials and enjoy drawing pictures and creating textured flower pictures. Children regularly play outside and in the school hall with a range of equipment which helps the development of their physical skills. For example, they participate in games of football, rounders and skipping. Children experience suitable opportunities to use technology as they play with a range of battery operated and programmable toys. Their knowledge and understanding of diversity are promoted through resources and their involvement in a range of activities which look at different celebrations and cultures from around the world.

Children are developing an appropriate sense of safety. They know the procedure to follow in the event of an emergency and regularly practise an emergency escape drill with staff. Their awareness about healthy eating is suitably promoted through planned activities and discussion. Staff follow appropriate hygiene routines before preparing snacks and the premises are kept clean.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	4
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	4

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	4
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	4
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR5) 15/12/2008
- take action as specified in the early years section of the report (CR8) 15/12/2008

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR5) 15/12/2008
- take action as specified in the early years section of the report (CR8) 15/12/2008

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.