

Acorn's Out of School Club

Inspection report for early years provision

Unique reference number EY233210
Inspection date 08/12/2009
Inspector Doreen Forsyth

Setting address Hampstead Norreys Village Hall, Newbury Hill, Hampstead
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Type of setting Childcare on non-domestic premises

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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 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.

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Description of the setting

The Acorns Out of School Club registered in April 2002. The club operates from the village hall in Hampstead Norreys near Newbury in Berkshire. It is supported by a management committee. The club provides after-school care, mainly for children attending nearby Hampstead Norreys Primary School.

The club is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register to provide after-school care for 24 children aged from four to eight years old, currently there are 40 children on roll, of these, four are in the early years age range. The setting opens from Monday to Thursday from 3.15pm until 5.45pm during school term times. The club welcomes children that may have special educational needs and children who are learning English as an additional language.

There are five members of staff that regularly work with the children, currently none of these have relevant qualifications. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children enjoy being at the club and take part in a good range of worthwhile activities that help them to learn and develop. However, because the managers do not have a firm understanding of all of the requirements of the Early Years Foundation Stage (EYFS) children are not adequately safeguarded. None of the staff that work with the children have relevant qualifications and a member of staff that has regular contact with the children has not been suitably vetted. The setting has started to evaluate and monitor the quality of the provision they offer, they are aware of their strengths and have identified some weaknesses in the provision, although further action is required to rectify them.

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:

- obtain an enhanced Criminal Records Bureau disclosure in respect of every person aged 16 or over who works directly with children (Suitability of adults) (also applies to both parts of the Childcare Register) 31/12/2009
- produce and implement an action plan showing how supervisors and managers will hold a full and relevant 31/12/2009

level 3 qualification, as defined by the Children's Workforce Development Council (CWDC), and how half of all other staff will hold a full and relevant level 2 qualification, as defined by CWDC (Staffing arrangements)

- ensure all staff understand the safeguarding policy and procedures (Safeguarding and welfare) 31/12/2009
- make available to parents copies of safeguarding procedures and complaints procedures (Safeguarding and welfare) (also applies to both parts of the Childcare Register) 31/12/2009

The effectiveness of leadership and management of the early years provision

Acorns Out of School Club is an inclusive provision where all children are welcomed and valued whatever their backgrounds. Most of the records, policies and procedures that are necessary to promote the children's safety and well-being are in place. However, some required documentation such as the child protection and complaints procedures are not shared with parents. Most of the staff have been vetted and are suitable to have unsupervised access to the children, but one member of staff has not been appropriately checked. None of the staff currently have relevant early years qualifications, so it is difficult for them to ensure all the requirements of the EYFS are well met; although some staff have attended some short courses and most have current first aid training. The setting has suitable, written child protection procedures in place, but not all of the staff are aware of these and they are not fully confident in the procedures they would follow if they had any child protection concerns.

The club uses the village hall which is next to the primary school that most of the children attend. The hall is kept warm, light and is well maintained. Doors from the hall open up onto the attached playing fields so that children have very good access to outside play facilities. The staff have risk assessed the premises well and have identified and minimised any potential hazards to the children. The premises are kept secure the doors are locked; parents have to use a bell to gain entry to collect their children at the end of the session. There is a very good selection of suitable toys and equipment available to the children. Staff set the resources out onto appropriate sized tables creating a welcoming environment for the children when they arrive from school. The children can then choose to play with the toys and activities set out or, if they wish, ask for others that are kept in the large store room.

The club has a close partnership with parents and the staff at the primary school; they work together to ensure that the children's individual needs are met. Parents serve on the management committee and help out on different projects such as when the children took part in a scheme to collect clothes to send to Africa. Parents have regular newsletters and an information leaflet. They cannot easily access the policies and procedures file. At the end of the session parents and staff informally exchange information about the children and their activities. The

manager has started to put into place systems to evaluate the quality of the provision, for example, they value the advice of the local early years advisor. However, these systems have not been robust enough to recognise some of the weaknesses in the provision.

The quality and standards of the early years provision and outcomes for children

Children are happy and settled at the club; they enjoy the activities that are provided and relate very well with the other children and the staff present. Staff plan activities that help promote the children's learning in all areas. Children especially enjoy the varied craft activities that are available each session, currently they are busily making Christmas decorations. The children's progress is not formally recorded, but staff observe the children's activities and liaise closely with the teachers at the school. They work together to ensure any areas in which children need extra help are quickly identified. Staff often chose activities or topics that compliment what the children are learning at school. When the weather is suitable children enjoy being outside on the large attached playing fields. They can take part in ball and team games and often use the school's climbing equipment to develop their physical skills. The setting has a comfortable book corner with a large selection of suitable books, although these are not very well presented. Children enjoy imaginary play with small world resources that are set out on play mats. Often the children do their homework when in the setting.

Each afternoon when they first arrive at the club after school the children are provided with a suitable snack. The snack is varied and nourishing and always includes fruit. They have a choice of drinks with their snack and drinking water is always available during the session. Children learn good hygiene routines. For example, they understand why they must wash their hands before eating. Children show a strong sense of belonging to the club, they behave well and enjoy each other's company. They understand the daily routines well and have helped to write the 'golden guide', the group's rules. The children all play very well together; the older ones often help the younger ones in their games and activities. They enjoy board games where they learn to share and take turns. Children are developing an understanding of diversity and the wider world. They use resources such as books, dolls and small world toys that show different backgrounds and cultures. They enjoy marking special events and festivals such as Chinese New Year and Christmas.

Children that have any special needs are welcomed into the setting; the group offers one to one support if necessary. All the children are encouraged to develop the habits and behaviour that are appropriate to good learners and to consider the needs of others.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

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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 (suitability to care for, or be in regular contact with children) 31/12/2009
- produce and implement an action plan showing how the manager will hold a qualification at a minimum of level 3 in a relevant area of work as defined by the Children's Workforce Development Council (CWDC) (Qualifications and training) 31/12/2009
- take action as specified in the Early Years part of the report (Providing information for parents) 31/12/2009
- keep a record of any medicines to be administered to any child who is cared for on the premises including a record of parents or guardians' consent (Records to be kept) 31/12/2009

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 above (Suitability to care for children, or be in regular contact with children) 31/12/2009
- ensure that at least one person has successfully completed a qualification of level 2 in an area of work relevant to the childcare, or has training in the core skills as set out in the document 'common core skills and knowledge for the children's workforce' (Qualifications and training) 31/12/2009
- take action as above (Providing information to parents) 31/12/2009
- take action as above (Records to be kept) 31/12/2009