

Acorn Kids Club

Inspection report for early years provision

Unique reference number	508452
Inspection date	28/09/2009
Inspector	Vivienne Dempsey
Setting address	Green Lane Primary School, Acklam, Middlesbrough, Cleveland, TS5 7RU
Telephone number	01642 277407 or 07944 418577
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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

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 7.45 am to 8.50 am and 3.15pm to 5.25pm, term-time only.

There are currently 103 children on roll; of these, 48 are under eight years, and of these, five 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.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are very happy and settled at the setting. Staff have a sound understanding of the Early Years Foundation Stage (EYFS) learning, development and care requirements. They are beginning to implement suitable systems to assess the progress children are making, and are starting to plan appropriate play and learning experiences based on children's interests and individual needs. This helps children make suitable progress towards the early learning goals. Staff are keen to develop the provision they provide and attend relevant training courses to develop their knowledge and skills, helping them to sufficiently promote outcomes for all children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further to develop observations and planning systems to ensure children receive a challenging learning and development experience
- further develop opportunities for children to develop their self-help skills and personal hygiene routines
- further develop systems for self-evaluation to promote the outcomes for children and maintain continuous improvement.

The effectiveness of leadership and management of the early years provision

Robust systems are in place for recruiting and checking the suitability of all staff. A record of all staff's enhanced Criminal Records Bureau disclosure number and date obtained is in place. Clear policies and procedures are in place to safeguard children. Staff have a sound understanding of the signs and symptoms of child abuse and know the procedures to follow should they have any concerns. All of which helps to ensure children are suitably safeguarded. Records, policies and procedures required for the safe and efficient management of the setting are in place and suitably maintained. For example, accidents are recorded and parents sign to acknowledge entry. Attendance records are accurately maintained and clearly show staff and children's hours of attendance.

A suitable range of resources and activities are freely available to all children. Easy access to the outdoor area enables children to move freely between the indoor and outdoor environment. This gives them the ability to make choices and decisions about what they do. The staff provide an inclusive environment, where all children and their families are warmly welcomed. A suitable range of activities and resources are available to help develop children's understanding of differences.

Staff work together to develop the service they provide. Regular staff meetings highlight areas for development and actions from the previous inspection have been implemented. For example, risk assessments are recorded and carried out daily, permission for emergency treatment or advice from parents is sought for all children and systems for observing, assessing and planning for children's learning and development are now in place. However, future plans for development are limited, which does not fully ensure continuous improvement.

The staff have developed suitable relationships with parents. They gather individual information about each child's needs, which enables them to meet the care needs of all children. A daily verbal exchange of information, informs parents of activities their children have been involved in and helps to ensure continuity of care. Newsletters keep parents informed of the provision provided. Suitable links have been developed with other providers and systems are in place to work with external agencies to ensure children get the support they need.

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

Children enjoy the time they spend at the setting. They eagerly join in with the activities available and are keen to talk to visitors about what they are doing. Staff provide a suitable range of resources and activities to meet children's interests and stage of development. They observe children's learning and development and observations show children's suitable progress towards the early learning goals. However, observations are not always used to plan for the next steps in children's learning and development, which does not ensure children always receive a challenging learning and development experience.

Children's healthy lifestyle is encouraged though mainly appropriate procedures for their own personal hygiene, and daily opportunities for fresh air and exercise. For example, children enjoy using the large assault course, playing football and using skipping ropes. They are encouraged to eat healthy snacks, such as raisins, apple and carrots. However, personal hygiene routines are not fully encouraged before snack time. Also opportunities for children to further develop their self-help skills are missed, such as not preparing their own snack or pouring their own drinks. Children are developing a sense of how to stay safe within the setting as they practise emergency evacuation drills and respond well to the staff's gentle reminders of how to move around the setting safely.

Children enjoy a range of craft activities and use a range of recycled materials to make models and pictures. A varied range of mark making resources are available and children enjoy colouring activities, which helps develop their writing skills. Staff provide opportunities for children to develop their knowledge and understanding of the world. They help children to collect lavender, talking to them about the different smells. Children are very well behaved and respond well to the staffs positive praise and encouragement which helps to boost their self-esteem.

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?	3
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?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3
The extent to which children feel safe	3
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	3

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Annex B: the Childcare Register

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

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