

Little Acorns

Inspection report for early years provision

Unique reference number EY393902
Inspection date 04/11/2009
Inspector Ron Goldsmith

Setting address Gainsborough Primary & Nursery School, Belgrave Road,
CREWE, CW2 7NH

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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

Little Acorns out of school club was registered in 2009. The setting is privately owned and is located in Gainsborough Nursery and Primary School in Crewe, Cheshire. Children are cared for in the main hall with additional access to the computer and community rooms. The school grounds provide a secure area available for outdoor play. A maximum of 50 children aged from four years old to eight years old may attend the setting at any one time.

The setting is open five days a week from 8.00am to 9.00pm and 3.30pm to 6.00pm during term time. A holiday play scheme operates during school holidays. Children attend from the school and local community. There are currently 63 children on roll aged from four years old to eight years old. Of these, two are within the Early Years Foundation Stage (EYFS). This provision is registered by Ofsted on the Early Years Register and compulsory Childcare Register. Three members of staff including the manager and Registered Person are employed. All have appropriate childcare qualifications. The setting receives support from the local authority early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this setting, enjoying a range of activities and games in a friendly and relaxed atmosphere. Staff work well together and relationships with children are warm and positive, so that children develop confidence and independence. Children's learning and development are promoted effectively as staff have a clear understanding of each child's individual needs. Their welfare, health and safety are promoted, because clear policies and procedures are in place and the staff understand and implement these well. Children's welfare is supported by effective partnerships with parents and carers and liaison with school staff.

What steps need to be taken to improve provision further?

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

- extend the range of toys and resources which reflect diversity and difference in society
- continue to plan activities and experiences to help children make progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

All children are safeguarded because recruitment and vetting procedures are implemented well. Staff are aware of the child protection procedures and know

how to report any concerns that may be identified to protect the children who attend. Written risk assessments are carried out to ensure the premises and areas used by the children are safe and secure. All staff are trained in child protection and rigorous recruitment procedures are followed. There is a strong commitment to the personal development of staff through regular appraisals and opportunities for training. The building and grounds are secure to prevent uninvited visitors and children are very well supervised at all times.

Parents are provided with good information on key policies and procedures and regular newsletters are emailed to their homes. The setting welcomes parents' comments through surveys and through regular conversations about children's progress. Parents are very happy with what the club offers to their children and they are complementary about the service provided.

Links with the school are well established, including strong links with the staff who work in the EYFS. There is an effective two way flow of information about children between the staff. This provides very good continuity in the children's development. Staff have a positive attitude towards equality and diversity and all children are valued and fully included in all the activities of the club. A wide range of resources are available and easily accessible. The provision runs smoothly and space is used well to ensure all children are able to participate fully in the range of available activities. Staff are skilled at arranging the activities to ensure all children are involved and gain the most from what is on offer. However, the planning of activities is not fully extended to encompass all areas of learning in the EYFS.

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

Children are confident and relaxed in the happy, friendly environment. They enthusiastically greet staff and each other and eagerly discuss plans for the session. Staff are friendly and approachable and their interaction supports children and helps motivate them to participate as active learners. Staff acknowledge and respond to the differing needs of children in and out of school care, providing opportunities for children to relax, play imaginatively when building dens or playing with the parachute, or to simply chat with their friends. They pursue energetic games outdoors as they play football. The inviting environment encourages children to choose from a range of accessible resources as they learn to make their own decisions.

Children across the age ranges are actively included in all the activities and they learn from each other in the supportive atmosphere. Topics and themes, such as American week or Chinese New Year, provide imaginative adult-led opportunities to extend children's experiences and learning in a variety of ways, including eating foods which reflect different countries. Children are regularly consulted and planning is flexible and frequently adapted to follow spontaneous developments or changes in the weather. Children are encouraged to express their own ideas and their individual interests and preferences to inform future planning. For example, they are given opportunities to choose the menus or put forward their ideas as part of a children's committee. Staff have a good basic knowledge of the EYFS and

understand the underpinning principles of effective early years practice. Future training is planned to improve this understanding further. They observe and assess children's progress within the early years age range and share these records with foundation stage teachers within the school. Staff understand the value of group activities in promoting skills, such as problem solving and working cooperatively. For example, children have fun building dens together and discussing how to improve their projects. These skills contribute towards the children's future economic well-being.

Children learn to share, take turns and interact positively with their peers as they play and follow the staff's calm, consistent and respectful example. Minor disagreements are skilfully dealt with in a way that is appropriate to each child's age and stage of development. Children's opinions are highly valued and they are encouraged to accept responsibility for maintaining a safe environment, as they tidy away resources or agree house rules. This helps children to develop a strong sense of belonging and positive self-esteem. Consequently, children are well-behaved and begin to consider each other's feelings and the consequences of their actions. They learn to recognise and respond to risks and dangers in conversations with staff. Resources and activities contribute to nurturing the children's positive attitude towards people who are different from themselves. However, the range of resources to reflect diversity and difference is limited.

A healthy lifestyle is actively promoted with regular opportunities to play outdoors in the fresh air. Tea times are very social events, where children and adults sit together and enjoy each other's company for a protracted and enjoyable experience. Good manners are praised and encouraged and informal learning opportunities are maximised. A choice of nutritious breakfasts, snacks and teas are provided each day with healthy options, such as chicken noodles and pineapple with diluted juice or water. Children's preferences are acknowledged and their individual dietary needs are met. Fresh drinking water is always accessible.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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: Met

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