

Acorn Holiday Kidz Club & After School Club

Inspection report for early years provision

Unique reference number	139451
Inspection date	21/02/2011
Inspector	Dawn Biggers
Setting address	Acorn Youth Community & Sports Centre, Lummaton Cross, TORQUAY, TQ2 8ET
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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 Holiday Kidz Club & After School Club operates from the Acorn Community Centre in Barton, Torquay. The sports hall, activity room and dining area are available for children to play, along with access to a large sports field. The club runs during school holidays from Monday to Friday, 8.30am to 5.30pm, except during the Christmas break. During term time, it opens Monday to Friday from 3pm to 6pm. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend the holiday club at any one time; with a maximum of 16 children attending the after school club. Older children up to the age of 11 years may also attend. The numbers of children on roll varies. Staff offer support to children with learning difficulties and/or disabilities, and children with English as an additional language. The club is managed by the Acorn Centre Management, who employ a manager and six staff to run the club, who all hold relevant childcare qualifications to at least level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are happy to attend the setting and enjoy meeting up with their peers. However, the organisation of staff suitability arrangements and some essential documentation require significant improvement as they are not robustly and consistently applied. This means overall, practice is inadequate as several statutory requirements relating to safeguarding children's welfare are not being fully met. The management's awareness of the Early Years Foundation Stage requirements is very limited and this impinges on the overall effectiveness of the setting. However, staff demonstrate a satisfactory awareness of the framework and have a sound capacity to maintain continuous improvement. Evaluation systems have begun to look at ways to improve, but are not sufficiently robust to pick up all areas for development.

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:

- maintain records of information used to assess suitability to demonstrate to Ofsted that checks have been done, including the unique reference numbers of
- 21/03/2011

CRB disclosures and the date on which they were obtained (Suitable people) (also applies to both parts of the Childcare Register)

- ensure the safeguarding children's policy and procedure includes the procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare) 21/03/2011
- ensure that children's records include information about who has legal contact with the child and who has parental responsibility (Safeguarding and promoting children's welfare) 21/03/2011

To improve the early years provision the registered person should:

- develop existing systems of self-evaluation further to identify the setting's strengths and priorities for development that will improve the outcomes for children
- gain appropriate knowledge and understanding of the welfare requirements and regulations within the Early Years Foundation Stage framework to provide effective management and promote outcomes for children's care learning and development .

The effectiveness of leadership and management of the early years provision

Staff have a clear knowledge of child protection and first aid procedures as they attend regular training. They know what to do in the event of a concern or if a child have an accident. However, procedures to safeguard children in the event of an allegation of abuse by a member of staff are not identified within the setting's child protection policy and therefore not effectively implemented. This is a breach of the statutory requirements of the Early Years Foundation Stage, and endangers children's safety. Risk assessments are completed regularly reviewed and include outings. Fire drills are conducted at various times to ensure that all children are clear of what to do in the event of an emergency. Documentation is generally in place to meet some of the required regulations, including policies that are sufficiently reviewed and shared with parents. The club ensures children's attendance and visitors are recorded. Secure entrance systems are established, particularly when the building is used by other visitors in the afternoon.

The club offers an inclusive provision to meet children's individual needs, for instance some children arrive by taxi and staff collect children from schools in the area. There are appropriate measures in place to recruit staff. However, there are insufficient systems to demonstrate how staff are suitably checked as no information is available about criminal records bureau disclosure numbers due to a change in the use of documentation. Registration forms are completed for each child, although these do not specifically detail who has legal contact with the child and who has parental responsibility. These are further breaches of the statutory requirements of the Early Years Foundation Stage and place children's safety at

increased risk.

Systems to evaluate the provision are not fully deployed. For example, staff identify their training needs but appraisals have not yet begun to be implemented and this was identified at the last inspection. The club has focused on promoting children's choice and physical activities to improve opportunities for different age interests. They have sought additional funding to implement the 'play pod scheme' for children to use scrap store resources and this has improved children's enjoyment of outdoor play. These improvements illustrate a commitment to improving the provision. Most staff show a sound understanding of implementing the learning and development requirements of the Early Years Foundation Stage, due to their previous work experience. However, the manager has very limited knowledge of the framework for the Early Years Foundation Stage. This does not support staff sufficiently to fully implement the framework effectively and has an impact on outcomes for children's care learning and development.

The manager has established links with some professionals, for example, within early years. Staff establish secure relationships with parents and this supports children's individual needs within the setting and inclusion. Sensitive discussions with parents in confidence support children's additional needs, allowing staff to plan easy access to all activities and enabling suitable privacy arrangements. Children benefit from a planned and secure environment, where some of their work is displayed. The sessions are flexible and this gives children choice and opportunity to ask for more resources to support their individual interests. The environment is appropriately equipped, enabling children to have access to a range of toys and resources to support their imagination and learning, indoors and outside. Children have opportunities to learn about differences and respect each other, as activities include celebrations of festivals, including Chinese New Year.

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

Staff plan flexibly and children have access to activities which support them and offer suitable challenges. They take the lead from children's interests such as their fascination to learn about 'space'. Staff are supportive and engage children within the range of activities available. They informally discuss children's achievements with parents, involving them in their child's learning. Children interact well with their peers. The inclusive environment enables all children to participate in the range of activities. Children confidently use language and appear sensitive to the needs of others, developing skills for the future.

Children enjoy free play, make their own choices and join in with group activities. For example, they extend existing skills painting the puppet theatre; designing their own puppets, and creating a play for later in the week. Children use their own ideas and interests whilst designing and making their own submarine. They sit quietly and concentrate well, and ask for materials to develop this. Children engage in a variety of opportunities to participate in active balls games, such as cricket and football. They understand about rules and readily share areas and

resources, including the rotation system for using the computer games. Children generally respond to instructions and staff reinforce the boundaries, sharing the agreed rules. The staff are consistent with dealing with behaviour management and the children respond appropriately.

Children learn the importance of healthy eating and learn social skills at snack and lunch time. They are familiar with the routine and all sit together in the same area, sharing their news. During the holidays children have regular outings to places of interest and staff ensure they assess potential hazards at each one to minimise risks to children.

Children settle and generally concentrate at their chosen task, such as building with construction toys, or role play in the home corner. They are confident to introduce themselves to visitors and enjoy showing what they have made. Children have regular opportunities to benefit from fresh air, playing outside with a range of toys and games. They learn about recycling, for example, using the scrap store resources to make a den. Children learn about the wider world and their local community through celebrating festivals through out the year and visiting places of interest during the holidays.

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	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
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

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	3
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	4

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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 as in the Early Years section of the report (Suitability of persons to care for, or be in regular contact with, children) 21/03/2011

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 as in the Early Years section of the report (Suitability of persons to care for, or be in regular contact with, children) 21/03/2011