

Wincham Acorns

Inspection report for early years provision

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Inspector

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Wincham Acorns Limited registered in 2010 and is privately owned. The out of school setting is based in a mobile unit within the grounds of Wincham Community Primary School in Wincham, Northwich. The setting provides before and after school care for those children attending the school and during school holidays. Wincham Acorns is open from 7am to 9am and 3pm to 6pm during term times, and from 8am to 6pm during holiday times. The setting can open an hour earlier in the holidays subject to demand.

The setting is registered to care for up to 24 children on both parts of the Childcare Register as well as the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is promoted and routines and schedules flow with their needs. Engagement with parents and partnerships in the wider context are strong. Children make good progress in their learning and development and the setting is in the process of enhancing the individual records of children's learning. All practitioners work together as they share a commitment to offering high quality experiences to children and their families. The management team demonstrates a very positive approach towards continuous improvement.

What steps need to be taken to improve provision further?

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

- enhance records of learning and development
- help children to learn about the food chain by planting, growing, gathering, preparing and using different foods.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as practitioners know and fully understand child protection issues and procedures. There is a named practitioner responsible for safeguarding children issues, and all other practitioners have undertaken relevant training. Robust employment procedures are in place and staff ratios are met at all times. All policies and procedures required for the safe and efficient management of the provision are maintained. Practitioners conduct thorough risk assessments and regular safety checks, and all members of staff are responsible for managing and eliminating risks. Children play and learn in a safe, secure and supportive environment and benefit from high levels of supervision and individual attention.

The setting demonstrates a strong commitment to raising standards, and clear steps are taken to promote outcomes for children. The registered person promotes a whole team approach and practitioners are enthusiastic and friendly. Training needs are prioritised to ensure that improvement is progressive. Children benefit as practitioners work as a happy, close team, and morale is good. Practitioners are well deployed and they make creative use of space within the provision. Resources are managed and used effectively and are easily accessible to children. Management systems run smoothly. Practitioners involve the children in all aspects of the daily routine and as a result children display a delightful sense of belonging. All children, parents and visitors to the provision receive a very warm welcome.

Practitioners build respectful and caring relationships with all children and their families while focusing on learning and development. To enhance their experiences, children learn about differences in society and find out about a range of celebrations. Resources, such as maps, encyclopaedias, atlases and online facilities spark children's interest in the wider world. As a result, they develop a positive sense of identity. Practice is inclusive and children's individual learning needs are met. Children benefit from continuity of care as the setting works in partnership with parents and others, for example, nursery, reception and school teachers. Parents receive good quality information about the provision. Written information is supplied to new and prospective parents, and interesting information is available in the entrance. Parents are actively encouraged to become involved in their child's learning and development and have open access to their files.

Plans for the future are well targeted to bring about further improvement to the provision and outcomes for children. The management team are passionate about their roles and dedicate time for getting to know children and their families. They demonstrate a strong commitment to reviewing and adjusting plans in the light of changing circumstances. Practitioners hold high aspirations for the quality of the service provided and enjoy regular opportunities to reflect on their practice, for example, during workshops. Practitioners are skilled at offering explanations and encouraging children's independence. As a result, children collect plates and cups, recycle unwanted materials and act as 'shed monitor'. A 'fun friends' scheme ensures that all children are happy, included and engaged. Practitioners are very knowledgeable about the children in their care and intuitive of their personal needs. Self-evaluation is effective and all practitioners display a positive approach towards continuous improvement.

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

Practitioners demonstrate strong knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. Practitioners are very well deployed to support children's learning and welfare, and schedules and routines flow with the children's needs. Practitioners are skilled at interacting with children and enhancing their experiences, for example, they readily initiate a game of tennis when children express an interest in a popular tournament. Effective planning and organisation ensure that every child is challenged by the learning experiences provided. Children benefit from a good

balance of adult-led and child-initiated activities and the routine is very flexible to enable them to pursue their own interests. Children make good progress in their learning and development. Practitioners are in the process of developing informative records of learning and development in respect of each child, based on observations, photographs and samples of work. These records will track children's personal and continuous journeys and help practitioners to extend children's talents.

Children demonstrate a good understanding of healthy lifestyles. They follow efficient personal hygiene routines and enjoy ample opportunities to engage in physical activities. Children display a positive attitude towards healthy eating. Healthy, nutritious and varied snacks are available, including toast, pancakes, pieces of fresh fruit, muffins, pitta breads, crackers and cheese, breadsticks and biscuits. Children influence the menus and engage in regular discussions about foods that are good for the body. Practitioners intend to promote children's knowledge of the food chain by introducing planting and growing activities. This will enhance their interest in the world around them and help to consolidate their understanding of healthy lifestyles. Children are active and benefit from lots of fresh air and exercise as they play football or cricket and negotiate obstacle courses on the school playground and sports field. They gain a good sense of well-being, which contributes positively towards their health.

Children develop a strong sense of how to stay safe within the setting. They learn about safety issues, for example, using apparatus sensibly and using tools, such as scissors and knives, safely. Children learn about people who help us through different topics, and benefit from informative visits from the fire service, police service and local crossing warden. In addition, children have valuable input into risk assessments, such as when they visit the cinema. An emergency evacuation procedure is in place and this is routinely rehearsed with the children. Practitioners offer children careful explanations and routinely explain boundaries, rules and limits. Children are supported to make choices and subsequently feel some control over their day. They behave very well and gain a lovely sense of responsibility as they tidy away resources and lend assistance to younger children. Close relationships are observed and children receive warm, responsive care within a safe, supportive environment.

Children enjoy their learning and engage in a range of motivating learning experiences. They adore imaginary play and eagerly dress up, play shop, and engage in dancing and singing competitions. Art and craft activities are popular and children paint superhero and princess pictures, sew puppets and model with salt dough. A variety of interesting resources, such as, card, coloured pencils, pipe cleaners, feathers and tissue paper, are available. Children have fun as they play board games. Children are fascinated with wildlife and adore nature walks. They visit the local lake where they observe seasonal changes, collect items of interest, such as leaves, and follow interesting treasure hunts. Boys take pleasure making dens and engaging in boisterous play. Girls giggle in delight as they cover themselves with blankets on the carpeted area and pretend to be asleep. All children enjoy good opportunities to enjoy their learning and achieve well, feel safe, learn to lead healthy lifestyles, make a positive contribution and develop their skills for the future. Attendance is very enjoyable and children thrive.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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