

Acorns Out Of School Club

Inspection report for early years provision

Unique reference number	EY418450
Inspection date	26/09/2011
Inspector	Shirley Wilkes

Setting address	St. Lawrence C of E School, Preston, TELFORD, Shropshire, TF6 6DH
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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

Acorns Out of School Club was registered in 2010. It operates from St Lawrence C of E Primary School in Preston upon the Weald Moors, Telford. The club serves the local area and has strong links with the school. There is a fully enclosed area available for outdoor play. The club opens Monday to Friday during school term times. Sessions are from 7.45am until 8.45am and 3pm until 6pm. Children are able to attend for a variety of sessions.

A maximum of 16 children under eight years may attend the club at any one time. The club also offers care to children aged eight years to 11 years. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The club employs three members of childcare staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Provision for children's learning and development is satisfactory, all children are included, suitably occupied and mostly enjoy the range of activities provided. The setting sufficiently know enough about children's individual capabilities and gather information from parents and by liaising with other providers delivering the Early Years Foundation Stage. Most of the policies and documentation for the safe running of the club are effective in protecting children's well-being. Systems to evaluate the effectiveness of the provision are satisfactory and in their early stages, however management have identified areas for improvement to demonstrate continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure children are able to freely access drinking water throughout the session (Safeguarding and promoting children's welfare. 27/09/2011

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

- provide and organise resources and materials so children can make their own choices in order to express their ideas and creativity
- develop further the opportunities to encourage children's independence
- set, explain and maintain clear reasonable and consistent limits so that children can play and work feeling safe and secure.

The effectiveness of leadership and management of the early years provision

Children are safe as a result of the procedures in place to ensure staff are suitably experienced and qualified, with full vetting conducted to assess suitability. Staff demonstrate a satisfactory understanding of the safeguarding procedures and the procedures to follow if they have any concerns about a child in their care. Risk assessments are carried out appropriately, with daily checks to ensure risks are minimised. All records relating to children's individual health and safety are in place with parents signing to acknowledge any entries in the accident book to ensure children's well-being.

The relationship with the host school is also good, and liaison with teaching staff regarding children's progress in the Early Years Foundation Stage is well-established to enable a consistent approach to be implemented to build on children's stages and learning styles. Children feel safe as they are familiar with the key workers who care for them. They are aware of the rules for safety in the setting and outdoors. They regularly practise emergency evacuation to increase their knowledge of safety. Children are able to play in an adequately-organised environment where space is used effectively. Most children's learning is supported in all areas as they can access suitable and appropriate resources. However, children are not able to freely access art and craft materials to enable them to express their own ideas and creativity. Staffs involvement is appropriately considered as children are allowed to decide about their own play, work with others or share activities with staff according to individual needs and preferences.

Children access a satisfactory selection of resources depicting positive images of different cultures, family backgrounds and abilities which promote children's positive attitudes to the diverse community. Each child and their family are valued and regarded by the staff. They take time to speak to parents each day to discuss achievements and efforts and to pass on any information from the child's school day. The close working relationship between the club and the school ensures that each child's individual needs are addressed in a consistent and respectful manner.

The management has begun to identify the club's main strengths and prioritise areas for future improvement. They do engage with the children who have input into the planning of activities and the setting of club rules and boundaries within the daily operation so enabling children to have ownership of their club. Questionnaires for parents are used to contribute to the evaluation process.

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

Staff have a satisfactory approach to planning and assessing children's individual progress. They demonstrate an acceptable knowledge and understanding of the Early Years Foundation Stage and are efficient in helping children progress in all areas of learning. Staff observe and record children's starting points and

engagement in activities. These observations are then used to plan for children's progression across all areas of their learning.

Children arrive in the club, staff sign them in and they immediately settle to their chosen activities. Children relax and enjoy their leisure and activities after their busy school day. Some children show involvement in their play with age-appropriate toys and resources. They join in purposeful play and exploration both in- and out-of-doors, with a balance of adult-led and child-led activities that fosters active learning. This includes role play and board games. Physical activity is favoured by some of the children as they eagerly access the large static play equipment outdoors. Children are developing an understanding of the wider world with visitors to the setting sharing their own cultures, for example, children have celebrated a Japanese day and a Polish day sampling food and talking about customs followed in these countries.

Children are beginning to develop some skills that help them in their future lives. Past activities have looked at encouraging children to become aware of their own safety as they, discuss road safety and consider stranger danger. Children are also becoming aware of how to keep themselves safe as they take part in regular fire drills. However, children's independence is not encouraged at all times, such as, at snack time when drinks are poured for them and they have no involvement in preparation, peeling their fruit or buttering their pancakes for their snack. Children are able to play in the wooded area with the logs; such activities enable children to begin to consider risk taking for themselves as they learn to identify potential hazards. Healthy lifestyles are promoted and children follow adequate hygiene routines, washing their hands before eating snacks. Drinks of juice or water are available at snack time but the water cooler does not have cups readily available to enable children to freely access, ensuring they remain hydrated throughout the session. Children's behaviour is satisfactory. Some children are polite, friendly, and considerate and show acceptable manners. However, at times during activities, staff intervene to re-establish rules and boundaries particularly with older children.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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:

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:

- ensure that where older and younger children are together, the behaviour of children over the age of eight years does not have a negative effect on the younger children (How the childcare provision is organised). 03/10/2011

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 in the compulsory section of the report (How the childcare provision is organised). 03/10/2011