

Acorn Holiday Kidz Club & After School Club

Inspection report for early years provision

Unique reference number	139451
Inspection date	24/01/2012
Inspector	Anne-Marie Moyse
Setting address	Acorn Youth Community & Sports Centre, Lummaton Cross, TORQUAY, TQ2 8ET
Telephone number	01803 328819
Email	marilynmartin@breath.net
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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

Acorn Holiday Kidz Club & After School Club was registered in 1994. It operates from the Acorn Community Centre in Barton, Torquay. The sports hall, activity room, computer room and dining area are available for children to play, along with access to an enclosed outside play space and large sports field.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates during school holidays from Monday to Friday, 8.30am to 5.30pm. During term time, it opens Monday to Friday from 3pm to 6pm. It is registered to care for a maximum of 30 children, aged from four years to under eight years. Older children up to the age of 12 years may also attend. The numbers of children vary, with currently 23 aged from four to 12 years on roll for the after school care, and approximately 130 children on the holiday club register.

The setting employs seven member of staff, with the majority holding appropriate childcare qualifications to level 2 and above. The setting supports children with special educational needs and/or disabilities, and children with English as an additional language. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are very happy and enjoy attending the setting. They are made to feel very welcome in the inclusive environment and staff meet their needs appropriately. All issues identified at the last inspection have been addressed leading to better outcomes for children, showing a capacity to maintain improvement. Appropriate systems are now in place to evaluate the provision. However, checks on the environment are not rigorous enough and children are not fully safeguarded from other users in the building. Systems to liaise with other Early Years Foundation Stage providers do not promote consistency for children's learning and development.

What steps need to be taken to improve provision further?

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

- ensure that all areas, especially the garden, are safe and hazards are minimised (Suitable premises, environment and equipment)
- 07/02/2012

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

- improve the general security of the provision when other users are in the premises, for example, by considering the use of the additional rooms available
- further develop systems to liaise with other providers delivering the Early Years Foundation Stages for children, to ensure progression and continuity of learning and care.

The effectiveness of leadership and management of the early years provision

Children are safeguarded by the robust vetting and recruitment procedures that check if staff are suitable and qualified to care for children. A comprehensive list of all criminal record bureau checks are held and ongoing supervision of staff monitors their suitability and training needs. Staff use comprehensive policies to guide them in their practice, including the procedure to follow if an allegation against a member of staff is made. Recent safeguarding training has refreshed staff's understanding of what to do if they have any concerns over a child's welfare. Detailed risk assessments are in place but the environment is not thoroughly checked and hazards minimised before children play in some areas. For example, in the garden, the full water butt is uncovered, broken glasses and furniture is accessible to the children, posing a risk. Generally the setting is well organised and provides a warm welcome to the children on arrival. High adult ratios enable all children to be closely supervised at all times. However, at the after school club other users of the premises pass through the main play area, which does not maintain fully security. During the holidays, the club meet in a back room that safeguards children and staff.

Parents are pleased with the care and support their children receive at the club, and children happily attend. Improvements to the children's record forms enable staff to obtain detailed information for each child so their needs can be met appropriately. Links with other agencies that are involved with children are good. Staff share detailed information so continuity of care and suitable adaptations are made to promote an inclusive environment. Links with other Early Years Foundation Stage providers are not effective enough in sharing information on children's learning and development. Therefore, staff cannot knowingly complement the activities children receive elsewhere. Children are involved in choosing what to do at the setting with a high proportion of time spent on physical outside play to promote healthy and active lifestyles. Children are confident to talk to the staff and discuss their preferences and interests. Staff support them well, readily finding additional resources for them.

The club is beginning to develop a reflective approach to identify strengths and weaknesses. Staff evaluate the sessions and feedback is gained from children so their ideas and interests are used in planning activities and events. The manager has improved her knowledge and understanding of the Early Years Foundation Stage. She continues to use feedback from the local authority development team

to drive improvements and develop the provision for children.

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

Children enjoy socialising with other children. They are developing very positive relationships with everyone at the setting, settling-in well after only a few sessions. They behave well, are polite and respect the rules of the setting. Children's views and opinions are valued by the staff, which builds their confidence and self-respect. Children choose to play outside or in the sports hall, promoting an active healthy lifestyle. They climb, balance and swing in the garden, developing their skills as they are suitably challenged. Children take measured risks as they jump off the equipment, with staff encouraging them to land safely. Indoors they continue to exercise vigorously playing an energetic game of football in the sports hall.

Children take responsibility for helping to prepare the snack, counting out the plates and cups required. Healthy and nutritious foods are offered, which extend their tastes and understanding of diversity. Currently they are trying out foods, such as noodles, fortune cookies and spring rolls, in addition to fresh fruits, to celebrate Chinese New Year. Drinks are readily available for them to quench their thirst after running around. They follow good hygiene procedures as they independently wash their hands after playing outside and before eating. Staff extend children's understanding of diversity and other cultures through planned activities, including craft. They design, colour and make symbols of Chinese New Year, finding out about the animals associated with the year of their birth to make a chart. During the holidays, children visit local places of interest around the community and reflect on their own customs. Computers are available for children to access at set times to develop useful skills for the future. Children learn how to stay safe as they follow clear guidance on road safety when walking to the setting, and are involved in regular evacuation drills. Throughout the session, children engage in conversation with the staff, developing their communication skills.

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	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	3
--	---

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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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