

Mighty Oaks @ Ashton Keynes

Inspection report for early years provision

Unique reference number

EY423506

Inspection date

01/11/2011

Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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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).

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

Mighty Oaks @ Ashton Keynes opened in 2010 and registered to care for children in the early years age range in 2011. It is run by Acorns Nursery School Limited. It operates from a classroom and school hall of Ashton Keynes Primary School. Children have access to the school playground, enclosed playing field, soft play area and outdoor play equipment. The club is open each weekday during term time between 3pm and 6pm. It is also open all day during the school holidays.

The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. Children attend from the local area and the school. A maximum of 48 children under eight years may attend at any one time, of whom 24 may be in the early years age range. At present there are 19 children on roll and of these, four children are in the early years age range. The club employs between two and five members of staff depending on the numbers of children attending. Over half hold appropriate early years qualifications and a bank of qualified staff is available for cover.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The club offers a happy, relaxed environment for out of school activities. Children are supported by friendly, caring adults. Children's welfare is adequately supported, although one consent that is a welfare requirement is not in place. Most documentation is in place, though not always accessible, which is a legal requirement. These omissions have impacted on the judgements given. The partnerships with parents and carers is good and staff have effective links with other settings the children attend to support children's good progress in their learning and development. The manager and staff have an acceptable knowledge of the club's strengths and areas for development. They demonstrate a positive commitment to making steady continuous improvement.

What steps need to be taken to improve provision further?

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

- request written permission from parents for seeking any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 12/02/2012
- ensure that all records required for the safe and efficient management of the setting are easily accessible and available for inspection, with specific reference to the documents linked to recruitment 12/02/2012

(Documentation)

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

- create more opportunities for children to personalise their club environment using, for example, photographic displays or artwork, to promote their emotional health and well-being.

The effectiveness of leadership and management of the early years provision

Staff have a clear understanding of how to safeguard children. They know how to play their part in protecting and supporting children's welfare appropriately. However, staff have not yet sought permission from parents to seek emergency medical advice and this is a legal requirement. There are robust systems in place to check those employed are suitable to work with children. However, on the day of inspection, some required documentation to demonstrate to Ofsted what checks had been obtained for all members of staff were unavailable as these are kept at the club's head office. It is a welfare requirement to ensure such documents are easily accessible. The staff conduct daily visual risk assessments of the premises that help keep children safe. Staff identify and address any potential maintenance issues that may cause a hazard to children. Staff take steps to make the environment welcoming and comfortable. There is a wide range of stimulating resources, which are used effectively to support children's play. These are in good condition and suitable for many different ages, to accommodate individual needs. Equipment is available at child-height, to aid independence through self-selection. Outside is used for physical activities, which are planned and chosen by the children. These typically include such activities as football, picnics, dressing up and even sitting quietly to read in the natural light.

Staff provide a child-centred club with a strong focus on equality and diversity. Staff evaluate each play session and this forms one level of appropriate reflection on the quality of their work. Staff have a positive attitude to improvement and take part in regular appraisals. They receive suitable support and training, along with their colleagues from the other sites. There are regular staff meetings, where good practice and ideas are exchanged. The children are consulted and contribute ideas of their own. This range of measures helps to bring about steady continuous improvement. The staff have good working relationships with each other, parents and other professionals. Staff form positive links with some early years settings that children attend, such as local schools to provide continuity in care and learning across the settings that children attend. Staff provide a warm and friendly welcome to each family and provide them with helpful news about the club sessions. A welcome pack and colourful website provide useful sources of information. This encourages parents and children to use all the facilities, including the very successful holiday play scheme.

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

Children are happy at the club, enjoying their time with older ones and the staff, whom they get to know well. Children arriving from school are warmly greeted by the staff and quickly join friends, chatting about their day. Staff observe new children and get to know them extremely well. Staff who work with the children in the day at school record notes in learning journals to provide continuity of care and learning. The children enjoy exploring the attractive resources and staff are encouraging and very supportive. The club environment is welcoming to children but there are less opportunities for them to personalise the room, for example, with some posters or drawings. Children have free choice of interesting resources, such as craft equipment, games and books. Other equipment is available on request, including puzzles and coloured pencils for sketching. Children regularly use a range of natural materials to develop their interests. They take part in gardening activities, such as planting bulbs.

There are many opportunities for purposeful play indoors with a strong focus on child-initiated activities. At the start of the afternoon session, staff offer a time of energetic play outdoors or in the school hall. Children actively develop this in their own way, for example when balancing on ropes and playing ball games. Children's ideas for the planning are welcomed so that, over time, they are involved in enjoyable and varied experiences across each of the areas of learning. As a result, children make good progress in their learning. Children enjoy creative experiences as they dress up and act out everyday family life stories. They successfully develop their speaking and listening skills in conversations or when learning the rules of a card game. Children concentrate for long periods of time while setting their own challenges, such as building marble runs or exploring battery operated toys. Children use spontaneous learning and problem solving as they create patterns with tiny beads or calculate in board games using a dice.

Children gain a suitable understanding of the importance of a healthy lifestyle. Well established routines for hand washing support children to learn about personal hygiene. The staff offer fruit snacks and give ample reminders to the children to drink plenty of water. Children begin to learn how to keep themselves safe as they practise emergency evacuation procedures. They receive reminders from staff to move around safely. Children take reasonable care when using the outdoor equipment and when asked they are able to explain rules for outdoor play. Children play cooperatively with their friends and with children of different ages. They are eager to follow the rules and boundaries for acceptable behaviour. The approachable staff are a positive role model for the children with their calm manner; children respond well to this lead and behaviour is good.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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	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	3
The extent to which children adopt healthy lifestyles	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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