

Acorn Day Nursery and The Primary Club

Inspection report for early years provision

Unique reference number	EY262789
Inspection date	21/11/2011
Inspector	Rebecca Hurst
Setting address	Forestdale Primary School, Woodpecker Mount, Pixton Way, Croydon, Surrey, CR0 9JE
Telephone number	0208 768 3434
Email	
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 2011

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.

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 Day Nursery and the Primary Club are run by Southern Childcare Facilities Limited. Acorn Day Nursery registered in 2004 and provides full day care. The Primary Club registered in 2003 and provides out of school care. Both operate from within Forestdale Primary School in Selsdon. The nursery is open each weekday from 7.45am to 6pm 51 weeks of the year, closing a week over Christmas. The Primary Club includes a breakfast club, open from 7.30am to 9am and an after school club which is open from 3pm to 6pm. A holiday club operates from 7.45am to 6pm. Both the nursery and club have access to the school playground.

Both facilities are registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 27 children in the early years age range may attend the nursery at any one time. There are currently 25 children aged from one year to under five years on roll. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. A maximum of 40 children under eight years may attend the Primary Club at any one time. The club cares for children up to 11 years old. The nursery employs seven staff and of these, six have relevant childcare qualifications and one is currently working towards a qualification. There are three staff currently working at the club, two of whom have relevant qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children benefit from a generally safe and secure environment, where they make satisfactory progress. However, systems of planning and monitoring children's achievements are not completely effective and the outside area does not stimulate learning fully. Managers understand the importance of self-evaluation to improve standards and this helps to secure sufficient continuous improvement over time. Staff work appropriately to meet most of the children's needs, though organisation of meal times does not enhance their independence very well. Staff maintain most of the required documentation; though they fail to record accurately medicines they administer to children.

What steps need to be taken to improve provision further?

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

- improve written records of all medicines administered to children to show clearly when they were given and

09/12/2011

the dosage (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register).

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

- create a stimulating environment outdoors that offers a range of activities, which will encourage children's interest and curiosity across all areas of learning
- develop consistent assessments of children's progress to identify learning priorities and to plan relevant and motivating learning experiences for each child
- support children's growing independence more effectively during meal and snack times to enable them to do things for themselves

The effectiveness of leadership and management of the early years provision

The staff understand how to safeguard the children in their care. They are aware of the nursery's policies and procedures for child protection and how to report any concerns. Satisfactory systems are in place to check staff are suitable to work with children and all staff have a Criminal Records Bureau Disclosure. Fire drills take place and staff record any actions arising from these to protect the children in an emergency. Daily safety checks and risk assessments help to ensure the children are safe. There is a breach of a welfare requirement, as staff do not record the time and dosage of medicines they administer to children.

Staff deploy resources reasonably well around the nursery, allowing the children to self-select what they wish to play with. Resources are labelled to help the children recognise some words. The children learn about different festivals and celebrations helping them to find out about the wider world around them. Each activity the children participate in reflects their interests. However, staff do not take into consideration children who learn more quickly or slowly than others do when they plan activities. The manager of the nursery does not currently monitor how staff record children's achievements, to ensure consistency and promote effective learning.

The provider and acting manager are fully aware of the importance of self-evaluation. They involve staff and parents in contributing to their development plans, though there have not been any updates recently. Staff secure some steady improvements through attending regular training with the local authority. The staff work with the parents appropriately. Parents receive regular newsletters and attend parents' evenings to discuss the progress the children are making. Although no children currently attend other settings, staff are aware of the value of building partnerships with others. They send transition reports, for example, when children move onto school to provide some consistency in care and learning.

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

Children are happy and settled in the nursery. Staff are attentive to the children and support them well to develop some skills, such as putting on their shoes, socks and coats. This contributes to children building skills for the future. Children show how they feel safe by leaving their parents when they arrive and starting to play straight away. Staff take time to explain to the children how to move around the nursery safely. Activities keep the children occupied and help them to progress appropriately with their development. Children of all ages take a keen interest in the activities and happily play for long periods. Children interact and play well with each other. Staff are aware of the children's next steps of learning but do not use the information effectively to aid planning to help children progress fully. Staff make observations on the children's achievements, though not consistently across all areas of learning.

The children have access to a large garden, which is currently only used for physical activities. There are few activities outside to reflect the six areas of learning to extend children's interest and enjoyment of the outdoor play space. Children enjoy developing their physical development with the use of pedal bikes and scooters. Children play in a clean nursery and they are learning the importance of hand washing to stay healthy. Children wipe their own noses and staff ask them to wash their hands afterwards to protect their friends from infection. Children enjoy freshly cooked meals at lunchtime to encourage healthy eating. However, opportunities for children to develop their independence are limited as staff serve the food, pour the drinks and set the tables.

Staff talk to the children about sharing and the importance of being kind to one another. The children behave well for their ages and stages of development. Children become engrossed in activities and they happily include others in their play. Children solve simple problems together and use writing to make marks as they develop imaginary games looking for treasure.

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	3
The extent to which children make a positive contribution	3
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:

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 in the early years section of the report (Records to be kept)(also applies to the voluntary part of the Childcare Register). 30/11/2011

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 early years section of the report (Records to be kept). 30/11/2011