

Acorn Day Nursery and The Primary Club

Forestdale Primary School, Woodpecker Mount, Pixton Way, Croydon, Surrey, CR0 9JE

Inspection date	15/02/2013
Previous inspection date	21/11/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Staff are friendly and supportive and as a result the children are happy and confident to express their needs and views.
- The setting effectively provides a warm, welcoming environment which is safe and secure.
- The effective use of a key person ensures the children's needs are met.
- Staff have an adequate awareness of how young children learn and provide a range of stimulating activities that engage the children.

It is not yet good because

- Parents do not all receive information regarding their children's progress and are not able therefore to contribute fully to their child's learning
- The strategies in place to help staff support children's behaviour are not effective, especially for children with special educational needs/disabilities.
- Staff do not always challenge negative comments regarding gender roles.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed a range of activities the toddler room and the pre-school room, in the garden and children's snack time.
- The inspector spoke to the manager, staff, parents and the children.
- The inspector looked at the children's Learning Journal, observations, planning and a selection of policies, procedures and daily records.
- The inspector took account of strategies used to support children's behaviour and how children develop knowledge of people's role in the wider world.

Inspector

Marvet Gayle

Full Report

Information about 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. The setting operates from two rooms in a purpose built self-contained building within the grounds of 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. The whole setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 33 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. The club cares for children up to 11 years old. The nursery employs nine staff and of these, eight 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.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- enable a regular two-way flow of information with parents in order for all parents to be able to contribute to their child's learning
- Ensure there is a named practitioner who is responsible for behaviour management and who has the necessary skills, to advise other staff on behaviour issues.

To further improve the quality of the early years provision the provider should:

- Help children to learn positive attitudes and challenge negative attitudes and stereotypes particularly regarding gender.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff has a suitable understanding of how to provide children of different ages with a range of resources and activities to support their learning and development. They offer a sound balance of child-led play and adult-supported activities. Most areas of learning are promoted satisfactorily, some through specific activities and others during daily routines. There is a varied programme of activities that helps all children make satisfactory progress in their learning. However, staff do not always challenge children's negative views to help them understand about the world around them. For example staff do not respond to a comment from children that only boys can be farmers. Children happily attend the setting and engage in activities of their choice. Staff set up appropriate selection of resources to

meet different areas of learning and support children's varying interests. Resources are at the children's eye level, labelled with words and pictures so children learn that print carries meaning and enjoy choosing activities. Communication skills are developing as children are relaxed as they talk with staff and their friends. They happily share stories about what they are doing and home.

Children play with small world figures and animals, creative and messy play activities. Some are confident to make their own play, for example, as a group of children played with the soil in the garden, talking about what they were doing and how much soil they have. For others, staff engage with them in their play when appropriate and use prompts and questions to extend their ideas. Staff meet and plan activities together using their observation of the children, however not all parents are able to contribute to this. Staff inform some parents of their children's daily progress but parents report this does not happen for all. Parents complete an 'all about me' introductory form, which broadly focuses on care needs so staff know about children's individual needs and interests.

The contribution of the early years provision to the well-being of children

Children are happy and settled in the setting where they have developed sound relationships with staff. They are familiar with the routines and confidently initiate their own play choices with friends or engage with staff in more adult-led activities. Staff have created a relaxed and welcoming environment with displays of children's work. They understand the importance of the prime areas in developing young children's confidence so they happily make the move to the next level, for instance from the toddler to the pre-school room...

Children generally behave appropriately. However, there is a lack of training for staff in how to manage inappropriate behaviour. As a result, children are at times unclear about what is acceptable and what their boundaries are.

Children's health is supported through attention to daily routines and self-care skills. As they arrive at the setting, children spontaneously follow the routine; they wash their hands and self-select their own bottle with water. Fresh fruit and vegetables are available for children. Children learn to tidy away at the end of a session, developing their confidence and self-esteem.

Children are learning to play safely through regular prompts from staff. They know to take their shoes off after playing outside and coming in if they are muddy. The children use knives and forks safely at lunchtime as they all sit together at the lunch table. Staff recognises the importance of physical play and exercise in supporting children's health. There is a well-equipped outdoor covered play area, which is used, in bad weather, the children have access to the school playground giving them more space to explore and learn to manoeuvre their skills on the trim trail.

Children have a key person system who helps to support them and their family settle into

the settling. This helps children feel confident and reassured.

The effectiveness of the leadership and management of the early years provision

The inspection was brought forward as concerns were raised around the management of children's behaviour. There is a range of policies and procedures that guide the staff however not all policies meet requirements in full. There is a behaviour policy but it does not support staff to ensure appropriate strategies are in place to support children's specific needs effectively. Staff do not have appropriate training in managing children's behaviour. As a result, staff are not always clear how to deal with the children's negative behaviour, which sometimes leaves children unclear about how they are expected to behave. It is not clear who has responsibility for ensuring appropriate strategies are in place.

Staff are committed to providing a safe and happy learning environment for all children.. Most staff hold a childcare qualification and the majority have a first aid certificate.

The move children make to school is thought through well and children benefit from the systems that are in place making them feel confident and assured.

There are sound procedures in place for the recruitment of staff and systems to assess their suitability. There is an appraisal system in place which helps identify the key skills of staff and reflects the positive steps the leadership and management team have to develop the quality of the provision. Parent's views are gained through questionnaires, which are used to help develop the setting's self-evaluation form and improvement.

Partnerships with parents are developing and they comment on the friendliness of the staff team. Parents report that they are happy with the care their children receive.

The management fully understands the importance of working with external agencies and work closely with the local authority development advisory and the Special Educational Needs Coordinator. This enables them to gain specialist support so children receive consistency in their care and learning to help them progress.

The management have a sound understanding of their role to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have an understanding of their roles and responsibilities in protecting children from possible harm. Other procedures to further protect children, such as the maintenance of daily records and records of who can collect children, are maintained effectively.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number

EY262789

Local authority	Croydon
Inspection number	903222
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	33
Name of provider	Southern Childcare Facilities Ltd
Date of previous inspection	21/11/2011
Telephone number	0208 768 3434

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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