

Acorn Childcare

Community Centre, Maldon Road, Hatfield Peverel, CHELMSFORD, CM3 2HP

Inspection date

Previous inspection date

11/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children's good health and well-being is supported, as staff ensure that children are given healthy, balanced and nutritious food at snack times.
- Staff have a secure knowledge of the Early Years Foundation Stage and use observations and assessment to plan for children's next steps in their learning. This means that children make good progress in relation to their starting points.
- The key person system works well as children are settled, secure and show a good sense of belonging in the pre-school.
- Children enjoy daily access to fresh air, which supports their good health and develops their physical skills.
- Children's safety is given a high priority as staff take all the necessary steps both indoors and outside to keep children healthy and safe.

It is not yet outstanding because

- Children have few opportunities to investigate the natural world both inside and outdoors.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities in the indoor and outdoor environment.
- The inspector held discussions with the manager and the staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector discussed and looked at evidence of suitability and qualifications of practitioners working with children.
- The inspector spoke to parents as they arrived to collect their children after the morning session.

Inspector

Sue Mann

Full Report

Information about the setting

Acorn Childcare originally registered in 2004, and re-opened with a new owner in 2012. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two rooms within the community centre in Hatfield Peveral, Essex, and is privately owned. The pre-school and out of school club runs Monday to Friday five days a week during term time only. Breakfast Club runs from 7.30am to 8.45am, the pre-school runs from 9.15am until 12.15pm, with a lunch club then until 2.45pm and the after school club runs from 3pm until 6pm. The setting employs six members of childcare staff. All hold appropriate early years qualifications at least level 3.

There are currently 15 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- provide further opportunities for children to investigate the natural world through the use of a wider range of resources both inside and outdoors.

Inspection judgements

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

Staff demonstrate a thorough knowledge of the Early Years Foundation Stage, which means that children make good progress in their learning and development. Regular observations and assessments of what children can do, enables staff to maintain clear records of the progress each child is making. This also highlights children who may not be achieving in all areas of their learning and development, which enables staff to develop individualised plans to support those children in the areas they find difficult. Staff use plenty of number language and counting activities during the session with the children. This supports children to make developmentally appropriate progress in their mathematical development.

Children have many opportunities to develop their speaking and listening skills as staff show a good understanding of how to support this prime area of children's development. Staff support children through discussions and activities as they ask open-ended questions, which encourages children to think their ideas through and make connections

between different parts of their life experiences. For example, staff ask children about how they celebrated Mother's Day. Children reply that their mums liked the cards that they made at pre-school.

Overall, children are well supported in the prime and specific areas of learning, as there is a good selection of resources for them to choose from. Resources are easily accessible around the room, which enables children to make choices as to what they would like to play with. Staff build on children's emerging interests, which motivates children to explore their ideas fully. For example, children pretend that they are getting wet, as it is raining; staff supply a selection of blankets and help the children to make a shelter. The children play underneath their 'blanket tent' pretending to be sheltering from the rain. Resources, which enable children to learn about the environment around them, are more limited.

The pre-school offers children the opportunity to choose a book to take home and share with their parents. This supports children to understand how to handle and develop a love of books. Children have opportunities to explore writing for a purpose in the role play area, as they write shopping lists and make their own money, which they 'spend' in the shop. Children play in an environment where all staff actively promote equality of opportunity and anti-discriminatory practice for all children. The pre-school has made links with relevant professionals, such as a speech therapist, which means that they are able to support children with special educational needs and/or disabilities to make good progress in relation to their starting points.

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

The pre-school spends time at the start of any new care arrangement to ensure that have all relevant information about individual children's likes and dislikes. This enables the staff to support new children to settle into the pre-school smoothly. Therefore, children arrive at the pre-school happy and eager to begin playing. Children play well together as staff support their understanding of turn taking and sharing resources. The pre-school works hard to ensure that they use positive behaviour strategies, rewarding children's good behaviour with stickers and praise. This encourages them to share resources and their good behaviour in the pre-school is clearly noticeable. Staff model good social manners, ensuring that they use 'please' and 'thank you' when interacting with the children. Therefore, children learn how to be polite when talking to staff and each other. For example, children thank staff when they receive their plates and snack foods.

Good hygiene routines and plenty of fresh air supports children's good health and well-being. Children enjoy daily opportunities to play outside in the area surrounding the pre-school. Children enjoy making use of the play park and walking to the pond at the bottom of the recreational ground to feed the ducks. Staff take the opportunity in between heavy snow showers to get the children outside and encourage them to make marks in the snow with their feet. Children enjoy running around in the snow and then looking back to see what patterns they have made. This helps to support children's physical skills.

Children enjoy preparing their own snacks at snack time; they spread butter on to their

brown bread and try to peel oranges. This helps their understanding of the importance of eating healthy, balanced and nutritious snacks and develops their independence as they learn to use knives safely. Staff take care to ensure that any allergies children may have are identified and recorded on lists in the kitchen. This ensures that children are not given any foods identified to cause allergies or are against religious beliefs. Staff sit with the children during snack and mealtimes, which allows children to experience the social aspect of mealtimes as they enjoy chatting to their friends and staff.

The pre-school provides breakfast and after school clubs for older children, this means that staff have good links with the local primary school. This enables effective information sharing between the school and the setting. This also supports pre-school children to become familiar with the uniform and the routines of school, which enables children's move to school to be managed smoothly.

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

The pre-school changed ownership in September 2012. The new manager has worked hard to help the existing staff team to understand and work efficiently following significant changes to policies and procedures. Existing staff have had opportunities to attend a variety of training courses and update their professional development, which has had a positive impact on the day-to-day running of the pre-school. The manager fully understands her responsibility in meeting the safeguarding and welfare requirements, as all staff have now attended child protection training. This means that all staff know the procedures to follow should they have a concern about a child. There is a range of additional documentation available in staff area, which enables staff to remind themselves of the protocol to follow, if they have any concerns. Frequent fire drills enable children to learn how to protect themselves in the event of an emergency and how to leave the building safely, which is important as the front door opens out onto the car park.

The manager understands her responsibility in meeting the learning and development requirements of the Early Years Foundation Stage. She carries out regular monitoring checks on children's learning journals to ensure that all staff are able to identify children's current stages of learning, and that this information supports children's progress towards the early learning goals. Arrangements for regular appraisals and staff meetings ensures that the manager is able to monitor staff performance and put support systems in place for any one that she feels is underperforming. This also allows staff to request any additional training that they feel may help their professional development and improve their practice.

Self-evaluation takes account of the views of the parents and the children; a suggestion box in the hallway allows parents to express their views anonymously. Staff talk to parents on a daily basis, which enables parents to share how they feel about the pre-school and any changes they would like to see. Parental comments suggest that parents are extremely happy with the setting and like the fact that it is small and friendly. Staff have opportunities to put forward their views through regular staff meetings and training days.

This enables the pre-school to respond to the needs of the parents and children who use the service.

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 action. 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	EY454277
Local authority	Essex
Inspection number	884148
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	43
Name of provider	Amy Louise Savill
Date of previous inspection	not applicable
Telephone number	07580 834417

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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, which are usually the childminder's 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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