

# Acorn Kids Club

Green Lane Primary School, Acklam, Middlesbrough, Cleveland, TS5 7RU

<b>Inspection date</b>	04/02/2014
Previous inspection date	28/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Teaching is good because staff understand how to complement children's learning that takes place at school. They provide activities that are fun and capture children's interest. This contributes to motivating and supporting children to become active and effective learners.
- Staff are good role models as they reinforce appropriate behaviour and provide clear guidance to the children. As a result, children's behaviour is good and they understand the expectations of the group.
- Children are provided with a safe and secure environment because staff have a thorough knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage.
- Staff develop good partnerships with parents and keep them well informed about all aspects of the club. They communicate well to identify children's needs and to share children's achievements after school effectively.

### It is not yet outstanding because

- Evaluations of staffs' practice are not yet precise enough to help those in charge fully focus on driving forward children's achievements to the highest levels.
- There is scope to improve the organisation of books, so that children are encouraged to access them independently to promote their good literacy skills further.

## 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 within the main room and looked at the provision for outdoor play.
- The inspector met with the manager and discussed a range of subjects and looked at records and policies, procedures and children learning journals.
- The inspector talked with children and with parents and looked at written comments from parents.

## Inspector

Eileen Grimes

## Full report

### Information about the setting

Acorn Kids Club was registered in 1981 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Green Lane Primary School in the Acklam area of Middlesbrough. The group serves the local community. It operates from the hall and there is an enclosed area available for outdoor play.

The group employs eight members of childcare staff. All hold appropriate early years qualifications at level 3 and above, including one with a foundation degree.

The group opens Monday to Friday during term time. Sessions are from 7.45am to 8.50am and from 3.15pm to 5.25pm. Children attend for a variety of sessions. There are currently 16 children attending who are in the early years age group.

### What the setting needs to do to improve further

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

- reflect on and enhance evaluations of staffs' practice, so that they are sharply focused on raising children's achievements to the highest levels
  
- enhance children's literacy skills further by ensuring they are encouraged to access a range of books independently.

### Inspection judgements

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

Children enjoy a good range of interesting and stimulating learning opportunities across all seven areas of learning; as a result, they are eager and motivated to learn. Staff have a clear knowledge of how to promote and support the children's learning and development. They show this by planning activities and experiences to focus on the children's individual needs and interests. The quality of teaching is good and as a result, children make good progress overall in their learning and development from their starting points. This supports their future learning and enables them to acquire the skills needed for school. The group has established very good links and partnerships with the host school and arrangements are in place to regularly share information about children's learning and development to complement their development. Staff complete regular observations and assessments, which are linked to the Early Years Foundation Stage and are used to identify their next steps in learning. Individual learning journey records are completed for the children, which highlight their achievements and inform future planning. Parents are kept well informed about their child's progress and development as staff provide verbal feedback at the end

of each session and encourage them to share information about learning at home.

Communication and language is supported effectively in the group. Staff talk to children throughout the session and encourage them to talk about their day at school; as a result, children feel valued. Children concentrate well as they become engaged in activities and show perseverance until they complete the task, for example, they use pencils and glue to make clocks and finger puppets. Although, books are available, children cannot always access to them easily to enhance their literacy skills. Staff encourage children to recognise and meet their own needs by providing times to be restful and active. Children are very happy at the group and show confidence as they sit together during mealtimes and talk to their friends.

Good opportunities for physical development are provided for the children as they take part in activities as they move around the room. In the outdoor environment, children have access to a variety of resources, including large climbing equipment and balancing beams. As a result, they are able to explore, test and develop their physical skills. Mathematics is promoted well as children play with games and jigsaw puzzles, which support their knowledge of shape and number. Most resources are easily accessible and children are encouraged to make independent choices within their play.

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

Staff provide children with a warm and inviting environment to support their well-being and development. The key person system helps children to form positive relationships and secure emotional attachments. Younger children have a close bond with staff as they ask for cuddles or sit on their knee during activities when they are tired. Staff are aware of the individual needs of the children and recognise when they require additional support and reassurance. Staff work closely with parents to share relevant information and to support the children's overall development. This means that children's transitions into the group are effectively supported. Parents spoken to at the time of inspection comment that they feel welcomed by the staff and the group is like a home environment for their children.

Children are encouraged to be independent learners through day-to-day activities by accessing their own resources, washing their own hands, pouring their own drinks and clearing away their own dishes at snack times. Staff encourage children to manage their own personal needs and to promote their own health and well-being. Children are provided with daily outdoor and physical development activities to ensure they can be active. Staff provide a variety of healthy and balanced snacks to develop their understanding of a healthy diet and lifestyle.

Staff are good role models as they reinforce appropriate behaviour and provide clear guidance to the children. As a result, children's behaviour is good and they understand the expectations of the group. Children show good manners and are polite. Staff talk to the children and help them to understand the needs of others and offer suggestions, so any disagreements are resolved. Children receive constant praise and reassurance from staff, which develops their self-esteem and confidence. Staff provide a range of activities to develop children's awareness of staying safe, for example, by discussing road safety and

'stranger danger'. Effective procedures are in place to ensure that all children understand the rules and boundaries when walking to and from school. Children are considerate and respectful as they learn how to play alongside other children, share and take turns.

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

The manager and staff have a thorough knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. This is supported by a good range of policies and procedures to ensure the children's safety. All staff have attended relevant safeguarding training and understand their responsibilities to protect children. Detailed written risk assessments are in place to ensure that the indoor and outdoor environments are safe and secure. These are enhanced by daily health and safety checks to identify any potential hazards. There are good recruitment and vetting procedures in place to ensure that staff are suitable for the role and group.

Self-evaluation is good because the staff accurately identify strengths and areas for future improvement. Staff seek feedback from parents and children through regular questionnaires and act upon this information to help inform the self-evaluation process. As a result, parents feel involved and can contribute to the development of the group. Those in charge take positive steps to manage staff performance and identify training needs. However, evaluations of the impact of staffs' practice are not yet consistently used to sharply focus staffs' actions, in order to ensure children are able to achieve at the very highest levels.

Staff have strong and positive relationships with parents as they work together to meet the children's individual needs. Parents are happy to express how they are satisfied with the service they receive from the group and that their children are very settled. Good quality information about the group is displayed for parents. The group works closely with the host school and has formed very good working practices. They share information about the children in their care to ensure they are working to common goals. This strong partnership working ensures continuity and cohesion for children and parents.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	508452
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	877249
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	50
<b>Number of children on roll</b>	100
<b>Name of provider</b>	Acorn Kids Club Committee
<b>Date of previous inspection</b>	28/09/2009
<b>Telephone number</b>	01642 277407 or 07944 418577

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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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