

Acorns Out Of School Club

St. Lawrence C of E School, Preston, TELFORD, Shropshire, TF6 6DH

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| Inspection date | 10/02/2014 |
| Previous inspection date | 26/09/2011 |

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| The quality and standards of the early years provision | This inspection: | 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

- Staff have a good knowledge of safeguarding policies and procedures, including mobile telephone and camera use. This helps to keep children safe.
- The quality of teaching is good as staff skilfully question children to encourage their thinking and support their communication and language skills.
- Partnerships with parents and the host school are good. This supports a smooth transition between school and the club, which promotes continuity in children's care and learning.
- Children enjoy their time at the club. They are warmly welcomed by the staff who effectively promote their personal, social and emotional development. Consequently, children are learning the importance of socially acceptable behaviour and build positive relationships with the staff and their peers.

It is not yet outstanding because

- There is scope to improve the quality and range of activities offered after snack time, so that children are provided with a constant level of challenge and interest.
- There is scope to improve opportunities for children to display their work in the school hall.

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 play and learning activities and spoke to staff and children in the indoor and outdoor environment.
- The inspector looked at a selection of children's assessment files and progress tracking information and spoke to staff.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector carried out a meeting with the manager and looked at and discussed a range of policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Kerry Wallace

Full report

Information about the setting

Acorns Out of School Club was registered in 2010 on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It is privately owned and operates from the school hall of St Lawrence C of E Primary School in Preston upon the Weald Moors, Telford. The club serves the local area and has strong links with the host school. Children have direct access to an enclosed outdoor play area. The club opens five days a week from 7.45am until 8.45am and 3pm until 6pm, during term time only.

There are currently 38 children on roll, of whom one is the early years age group. The setting employs three members of staff, all of whom hold appropriate childcare qualifications, one at level 3 and two at level 2. The club receives support from the local authority early years advisory team.

What the setting needs to do to improve further

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

- extend the range of activities offered throughout the session, so that children are consistently engaged and interested
- review opportunities to help children to feel valued, for example, by developing ways of displaying their work in the school hall.

Inspection judgements

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

Staff effectively meet the learning and development needs of the children who attend. They have a secure knowledge of the Early Years Foundation Stage and understand how young children learn. Consequently, children benefit from a range of suitable activities that complement their learning in school, for example, they learn about healthy eating and create posters to demonstrate their knowledge of this. Children in the club do not have their own display board in the hall to showcase their work, which does not fully promote their self-esteem and allow their work to be valued. Children independently select games and activities to occupy themselves but there are a few occasions when they seem less engaged and indecisive about what to do next.

The quality of teaching to support individual children's learning is good. Activities are mainly child-led and allow children to experience a broad range of activities and experiences. Staff use positive strategies to help encourage children's language skills and skilfully ask questions to extend their thought processes; they encourage them to talk

about their day at school. Staff know children very well given the limited time they attend the club and use this knowledge to build on their interests. For example, a child tells the inspector that she enjoys drawing and is given various pencils and crayons to use. Children are fully consulted about all aspects of the club and staff value their contribution. Secure relationships help foster a vibrant, relaxed and happy atmosphere, where children confidently express their views and opinions. For example, children help decide on future snacks, activities and additional resources they would like.

Staff monitor children's progress and carry out observations that are used to identify children's next steps in their learning and development. They warmly welcome parents into the club and ask them to complete an 'all about me' book, which provides an insight into their child's interests and capabilities. Staff further promote partnerships with parents as they ensure that parents are informed of their child's progress by discussing assessments with them. Parents are given regular newsletters to inform them of future activities or items of interest to keep them fully involved. Staff encourage children to be enthusiastic learners, which helps prepare them for the next stage in their learning as they progress through school.

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

Good relationships with the small staff team help children to form secure attachments that provide a strong foundation for their well-being and help prepare them emotionally as they move between school and the club. The caring and supportive environment helps to promote children's emotional well-being as they feel safe and secure. For instance, children talk openly with staff about events and experiences, both within the club and during their time at home and school. Key persons are sensitive to children's individual needs and work closely with parents and school staff to ensure individual care needs are well met. Consequently, children settle quickly and demonstrate a strong sense of belonging when they arrive.

Staff are good role models and listen to what children say and engage in meaningful conversations. Children's good health is well promoted as they are encouraged to wash their hands before eating. Snack times are valued as a learning opportunity and effectively help children to develop their self-help skills. For example, children serve themselves, prepare fruit and pour drinks for one another. Children are confident to talk to visitors about their interests and favourite activities, which they enjoy at the club. They are very well behaved and understand the need to share, take turns and be kind to their friends. Staff are aware of how to promote good behaviour amongst children and adapt strategies to encourage them to manage their own actions.

Children have access to the school's outdoor area and enjoy playing outside where they benefit from fresh air and exercise. Parents' comment that they like the fact that children are encouraged to go outside and participate in physical activities. Staff work closely with parents and other professionals to ensure any additional or medical needs are known and met. Clear records of accidents are maintained and shared with parents. All staff are knowledgeable of children's allergies or food preferences, so children's needs are met and respected at all times.

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

Safeguarding policies are up to date and include all the required elements, including the safe use of mobile telephones and cameras in the club. They are shared with parents, so they understand how the club operates. Clear procedures implemented by staff ensure children's safety is promoted well and they are protected from harm. Appropriate checks are carried out on all staff and visitor identification is obtained and recorded to promote children's well-being. Staff are qualified, experienced and ensure children are properly supervised at all times. Risk assessments are carried out and supplemented by visual checks on a daily basis. This ensures effective measures are in place to eliminate dangers. Staff are aware of their roles and responsibilities in protecting children from abuse. This ensures children are effectively safeguarded.

Since the last inspection, staff have taken appropriate action to ensure all recommendations have been met to make improvements to practice. In particular, children now have access to drinking water throughout the session, are well behaved and enjoy access to a wide range of craft resources. There are appropriate procedures in place to ensure that teaching and learning is monitored through regular evaluation of activities. The manager carries out staff appraisals and ensures future training needs are identified and addressed. Managers have a clear understanding of the requirements of the Early Years Foundation Stage.

Partnerships with the host school and parents are strong. Children and parents are asked to complete questionnaires to comment on the provision and make suggestions for improvements. For example, parents have asked for a homework club to be set up and staff have liaised with the headteacher to discuss buying in resources to assist children. Their opinions regarding future improvements are considered and valued by staff. This also helps to support children's learning and development by promoting consistency between the settings. Parents' speak highly of the club and the staff. They explain that they are very well informed about their child's day, the activities they are involved in and they feel that staff support their child very well.

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

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| Unique reference number | EY418450 |
| Local authority | Telford & Wrekin |
| Inspection number | 870922 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 16 |
| Number of children on roll | 38 |
| Name of provider | Zoely Jones |
| Date of previous inspection | 26/09/2011 |
| Telephone number | 07866 714617 |

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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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