

# Acorn at Oakley Vale

Oakley Vale Primary School, Cheltenham Road, CORBY, Northamptonshire, NN18 8RH

## Inspection date

Previous inspection date

31/03/2014

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

- Partnerships are strong. Staff regularly share information with parents on their child's achievements, and good communication with teaching staff means that staff successfully complement learning in school.
- Children's social and emotional needs are addressed well by staff. Relationships are positive and children are happy and settled.
- Children's speaking skills are promoted well by staff. When talking with children, staff encourage them to think and they give children plenty of time to respond.
- The play environment is safe and secure. Children are safeguarded because the provider makes sure that staff are aware of their responsibilities to protect children from harm.

### It is not yet outstanding because

- Opportunities for children to play outside in order to practise physical skills and learn about the benefits and effects of exercise on their bodies are not maximised.
- Children's literacy development is not maximised fully through displaying print in the play room, for example by labelling toy boxes, in order to ignite children's interest and understanding that words have meaning.

## 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 playroom.
- The inspector held meetings with the provider and the manager of the provision and spoke to staff and children.
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of staff, and a range of other documentation.

## Inspector

Jan Burnet

## Full report

### Information about the setting

Acorn at Oakley Vale was re-registered in 2013 on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It operates from a classroom within Oakley Vale Primary School in Corby, and is managed by Acorn Childcare 2. The club serves children attending the school. There is an enclosed area available for outdoor play. The wraparound school provision operates during term time, Monday to Friday from 8am to 8.45am and from 3.30pm to 6pm. Children attend for a variety of sessions. A school holiday playscheme may operate subject to demand. The provision supports children who have special educational needs and/or disabilities.

There are currently 35 children on roll aged between four and 11 years. Of these, 25 are aged under eight years and five of them are in the early years age group. The provision employs three members of staff. The manager holds an early years qualification at level 3, one staff member is qualified in early years at level 2 and is working towards level 3, and an unqualified staff member is working towards level 3.

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

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

- extend opportunities for children to play outside so that they can be active in ways that match their health and ability
- extend children's literacy development; for example, by providing more examples of print in the play environment so that they can learn more about words and their meaning.

### Inspection judgements

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

Early years children attending the before and after school provision are aged four or five years. They are from the school's reception class. Children are provided with good opportunities to help them make progress across the seven areas of learning. When they enrol their child, parents are asked for information on what the child already knows and can do and on what the child likes to do. Staff observe children and achievements are recorded by their key person in individual folders. Communication between the out of school club and the school is good with regard to sharing information on each child's learning. Consequently, the wraparound provision complements the day time provision in order to ensure that planning promotes children's progression and continuity of learning.

Children who have special educational needs and/or disabilities are supported well so that they make as much progress as they can.

Children confidently choose toys and activities that are set out in the playroom by staff and they are aware that they can also choose and select resources for themselves that are stored in boxes on low-level storage units. However, the toy boxes are not labelled and children can only discover what is inside by removing them from the shelves.

Consequently, an opportunity is missed to extend early years children's literacy development by displaying printed labels that aid them in understanding that words have meaning. The choice of resources set out for children includes a table where they can choose from a variety of graphics resources such as, scissors, sticky tape, felt-tipped pens and crayons. Staff offer good support as they remind children how to hold scissors correctly, and children demonstrate good skills. Children talk about their drawings and they are keen to write the names of family members that they draw. Staff talk with children about the letters that represent the sounds that they can hear in words and they demonstrate writing that children then copy.

Children's speaking skills are promoted well by staff. While they talk with children they ask open-ended questions and give children time to think and put their thoughts into words. Children's mathematical learning is addressed well by staff while they support different play activities. For example, children practise pencil control when they draw around their own hands and a staff member's hand, and staff encourage them to count fingers and compare the different sizes of their hands. Children's creativity is supported effectively by staff. Children are able to construct with different resources, they enjoy pretend play and they choose to paint and create designs with collage.

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

Children are happy and settled. Transition between home and the out of school provision is addressed well and an effective key person system ensures that children's emotional needs are met effectively. All staff are aware of each child's individual care needs because this information is included in admission forms. Children are encouraged to join in, make friends, and work independently and with each other. Children behave well and staff promote positive behaviour because they identify the importance of praising children in order to boost self-confidence and self-esteem. Children demonstrate awareness of behaviour and of safety rules. For example, they know that they must not attempt to open the playroom door when they can see parents waiting outside. They are aware of the fire procedure because it is regularly practised. Resources meet children's needs well.

The play environment is safe, warm and welcoming. Admission information obtained from parents enables staff to address children's individual care needs effectively. Information on practice with regard to safety, illness and accidents is shared with parents. Children's welfare is addressed effectively because staff ensure that the environment is safe. Staff are aware of their responsibilities to protect children's health through the implementation of good general hygiene and food hygiene practices. Children's good health is protected effectively because they eat healthy food and they are encouraged to be physically active

during most sessions after school. The school hall is generally available and so is used so that children can practise physical skills; however, use of the outdoor area is limited. Consequently, opportunities for children to be active in larger open spaces outside and learn about the benefits and effects of exercise are not maximised. Children's independence is promoted well. For example, at tea time they prepare their own ham roll, peel oranges and bananas and pour their own drinks. Children attend to their self-care needs.

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

Staff ensure that children's health and safety is protected well. They are aware of their responsibilities with regard to supervising the children in their care and ensure that children are never left unsupervised with a person who has not been vetted. Security of the premises is addressed well and staff assess and minimise risks successfully. They are aware of their responsibilities to protect children from abuse and neglect. The safeguarding policy is thorough and includes contact details for the Northamptonshire Safeguarding Children Board. Procedures for recruitment, selection and induction are robust and vetting procedures for staff are thorough. The provider ensures that staff members' safeguarding knowledge is kept up to date. Health and hygiene routines are good. Copies of all required policies and procedures are provided for parents. Records required for the safe and efficient management of the provision, and to ensure that the needs of children are met, are maintained and implemented well.

The monitoring of the educational programmes with regard to complementing children's learning in school is addressed well. The communication between staff and reception class teachers is good. Information on learning is regularly shared and so the requirement within the Statutory framework for the Early Years Foundation Stage with regard to school wraparound provision complementing learning in settings where children spend more time is well met. Partnerships with parents are positive and this ensures that staff and parents work well together to meet children's different needs.

In order to review and improve practice, advice is welcomed from local authority development workers. The manager expresses her interest in the advisor's plan to establish a forum for managers of wraparound provision in the area so that good practice can be developed and shared. The provider and manager are aware that children would benefit from extended opportunities to play outside and so they are planning to increase the amount of large equipment available for physical development. Systems for recruitment, selection, induction, supervision and appraisal are strong. In order to address children's welfare needs, staff are expected to keep their first aid, food hygiene and safeguarding knowledge up to date.

### **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>	EY462332
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	941220
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Acorn Childcare 2
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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