

# Witton Acorns

Witton Church Walk C Of E Primary School, Church Walk, Northwich, CW9 5QQ

## Inspection date

Previous inspection date

13/01/2014

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

Not Applicable

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

4

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

4

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

4

## The quality and standards of the early years provision

### This provision is inadequate

- Staff lack knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. This impacts on their ability to fully meet requirements and ensure children's welfare and learning is effectively supported.
- The key person system is not well embedded. Some staff have limited knowledge of children's individual needs and achievements because they do not share enough information with parents and teachers. Therefore, there are weaknesses in supporting children's well-being and helping them develop their skills.
- Management systems are not rigorous enough because there are gaps in staff records and the monitoring of staff performance, which impact on children's welfare and learning.
- Self-evaluation is not well established. Staff are not proactive enough in seeking the views of parents and children to help improve the overall quality of the club.

### It has the following strengths

- The club has a calm and relaxed atmosphere and staff keep children safe. Children enjoy a variety of craft activities, which positively promotes their creative skills.

## 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 playroom and the outdoor play area.
- The inspector spoke with children, staff and parents, and held a meeting with the manager.
- The inspector sampled a range of records and policies.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Jan Linsdell

## Full report

### Information about the setting

Witton Acorns re-registered in 2013 following a change of ownership. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Witton Church Walk Primary School in Northwich, Cheshire and is managed by a private individual. The club serves the host school and is accessible to all children. It operates from the community room within the school and children use the school grounds for outdoor play. The club employs three members of childcare staff; of these, two have appropriate early years qualifications at level 3. The club opens Monday to Friday from 7.30am until 9am and 3.15pm until 6pm during term time. Children attend for a variety of sessions. There are currently 36 children on roll, six of whom are in the early years age group.

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

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

- improve the quality of play and learning experiences for younger children by using the Statutory framework for the Early Years Foundation Stage. Guide and support their learning and development, particularly in the prime areas, by planning a broad range of challenging activities that complement their learning in school and limits the use of television
- improve the key person system by liaising more closely with parents and teachers to ensure key persons have a secure understanding of children's needs and interests, providing parents with information about the name of their child's key person and explaining their role
- improve systems for maintaining staff records by recording information about staff qualifications; first aid training; identity checks and vetting processes that have been completed, including details about Disclosure and Barring Service checks. Make sure records are easily accessible and available
- develop systems for performance management by providing staff with regular opportunities for supervision, coaching and training in order to improve their teaching skills.

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

- seek the views of parents and children to help develop self-evaluation, inform priorities and set challenging targets for improvement.

## Inspection judgements

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

Practice is not consistently good enough to support children's needs and help them achieve well. This is because staff are not using the Statutory framework for the Early Years Foundation Stage to help guide children's learning and development. Staff do not observe children effectively to help gain a secure understanding of their interests and abilities, nor do they plan a broad enough range of activities to help children develop further. The television dominates most of the session and some of the younger children spend too long sitting still to watch a DVD. This prevents them from engaging in active play and interacting with others. Conversations are also limited, for instance, during snack due to the distraction of the television. Consequently, children's physical, social and communication skills are not consistently well promoted.

Staff organise a variety of craft activities for children to enjoy. This is echoed by parents, as they say children bring home a range of things that they have made. This helps children to develop their creative skills. Some children do engage in purposeful activities, such as creating their own trinket boxes, where they benefit from positive support and interaction from the manager. For example, she sits with the children and asks meaningful questions to encourage them to think and share their ideas. She talks to children about the different shape and size of the boxes, as she helps them to glue and stick. This contributes to supporting children's small muscle skills. Children use the school's computers for time limited periods and they select books to share and read together.

Engagement with parents is generally sound and relationships are friendly. The information leaflet and notice board gives parents some idea about what the club offers. However, the lack of information about children's personal achievements means that staff have very little evidence to share with parents and teachers. This does not fully support children's needs as they move between settings. Some parents indicate that they would like more information about what children do in the club and what they eat for their snack.

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

The key person system is ineffective and parents are not made aware of their child's key person or their role. This does not fully support children's transition into the club. Key persons responsible for children in the early years age group lack full knowledge of children's needs, interests and preferences. At times quality interactions with some children are lacking, which impacts on children's ability to form closer attachments to their key person. Some of the older children choose to play outside where they have ample space to run around, challenge their skills on the climbing wall and compete on the obstacle course. However, staff do little to encourage and motivate younger children to participate in outdoor play. Therefore, there are missed opportunities to promote children's physical development and help them to understand the benefits of exercise on their health and well-being.

Overall, staff care for the children and show interest in their emotional well-being, for instance, when they ask about their day in school. This contributes to helping children feel settled. The environment is relaxed and children show they feel safe and comfortable in their surroundings. Staff set out a small selection of resources for children to access, such as books and jigsaws and children know they can help themselves to additional resources from the drawers and shelves. This promotes some independent choice. Parents comment about children being 'happy, content and well looked after' in the club.

Children develop some understanding of keeping themselves healthy and safe. They are independent in managing their personal hygiene needs and they show awareness of boundaries. Staff have recently introduced 'rolling snack' to enable children to make their own decisions about when they have something to eat. Children show excitement about this new system and say 'it's a really good idea'. Menus indicate that children are provided with a suitable range of healthy snacks. Children have some opportunities to develop their self-care skills, as staff encourage them to pour drinks and spread their own toppings on their pancake. Children behave well in the club because staff encourage them to help each other and play cooperatively together.

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

Overall, children are kept safe in the club, for example, through adequate supervision and the use of appropriate risk assessments that help to minimise hazards. Staff show a basic awareness of safeguarding procedures and they know how to report concerns about children's welfare. However, management systems are not robust. As a result, requirements of the Statutory framework for the Early Years Foundation Stage and Childcare Register are not fully met. There is no copy of the legal requirements on site, which makes it difficult for the manager to check and monitor compliance. Records to confirm that staff are suitable to work with children, such as Disclosure and Barring Service checks, qualifications and first-aid certificates were not available for inspection and the key person system is weak. This impacts on children's welfare, learning and the overall effectiveness of the club.

Monitoring of practice is informal. The manager works alongside staff, which gives her a general overview of staff performance and the range of activities provided. However, systems for improving staff teaching skills, for example, through supervision and coaching are not yet implemented. This results in inconsistencies in the quality of interactions with the children and the quality of activities they engage in. Training opportunities are limited, although the manager has recently explored the possibility of attending some training with the host school.

Self-evaluation is basic, and the views of parents and children are not regularly obtained in order to help make decisions and address areas for improvement. Effective partnership working with parents and teachers is also still developing. Therefore, there is room to improve the sharing of information about children's skills and achievements to enable staff to fully understand children's abilities and provide activities that complement their learning

in school. Overall, parents speak positively about the club and say staff are 'very friendly and do a good job'.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure there are effective systems to confirm any person caring for children is suitable to work with children, which must include an enhanced Disclosure and Baring Service check (compulsory part of the Childcare Register)
- ensure there are effective systems to confirm any person caring for children is suitable to work with children, which must include an enhanced Disclosure and Baring Service check (voluntary part of the Childcare Register).

## 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>	EY466265
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	926772
<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>	20
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Witton Acorn Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0160643128

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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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