

Witton Acorns

WITTON CHURCH WALK C OF E PRIMARY SCHOOL, Church Walk, Northwich, CW9 5QQ

Inspection date	23/05/2014
Previous inspection date	13/01/2014

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

- A number of key documents are not available for inspection, including details of first-aid qualifications and a record to verify that Disclosure and Barring Service checks have been undertaken. This means that some legal requirements are not met and that children's safety and well-being cannot be assured.
- Management systems are not rigorous enough because there are gaps in staff records and the monitoring of staff performance is not effective, which has a negative impact on children's welfare and learning.
- 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 teachers. Therefore, there are weaknesses in supporting children's well-being and helping children to develop their skills.

It has the following strengths

- Children develop positive and warm relationships with staff and other children within the group, which helps them feel to secure.

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 and staff 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, which had been expressed in questionnaires completed prior to the inspection.

Inspector

Ron Goldsmith

Full report

Information about the setting

Witton Acorns was registered in 2013 following a change of ownership and is 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, two of whom hold 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 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
- improve the key-person system by liaising more closely with teachers to ensure key persons have a secure understanding of children's needs and interests.

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 because staff are not confident in using the Early Years Foundation Stage to help guide children's learning and development. Although observations are being made about what children do, the interests and abilities of children are not consistently recognised or acted upon. This is in part due to the lack of monitoring by managers of staff performance, which has an impact on children's welfare and learning.

Children are eager to play outside after a long day at school and take resources outdoors to play with. Conversations between staff and children help them to develop some of their

ideas and thinking. Consequently, children's physical, social and communication skills are reasonably promoted. Staff organise some craft activities for children to enjoy. For example, children enjoy an activity called bubble art where they blow air through straws to create bubbles of paint, which produce a variety of patterns on the paper. This helps children to develop their creative skills. Some children engage in purposeful activities, such as looking at computer projects they have completed in school. 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 shape, size and number, or about what they have done in school or at home. Children select books to share and read together.

Engagement with parents is generally sound and relationships are friendly. Parents are given some idea about what the club offers on the noticeboard. Although the club is beginning to develop information about children's personal achievements, there is relatively little evidence for key persons to share with parents and teachers. This does not fully support children's needs as they move between settings. Some parents indicate in questionnaires that they would like more information about what children do in the club.

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

Children are happy and confident in the club and enjoy playing with their friends. The club is developing the key-person system and children are allocated a key person based on which member of staff they build a relationship with. However, the key-person system is not yet secure enough to ensure that learning is tailored to meet the individual needs of the children. Although information on the noticeboard identifies who the key person is and staff understand the importance of the key-person system, it is not yet effective. For example, some staff are more confident in describing children's basic likes and dislikes, rather than what individual children know and can do and where they are in terms of their overall development. Children generally make the transition into the club well as they all attend the host school. Consequently, children are familiar with their school friends and feel comfortable in their surroundings, which supports their emotional well-being.

Staff supervise children throughout the session and deploy themselves in different areas to ensure that ratios are met and children are safe during their play. They offer some assistance to children when needed, such as helping them to access equipment they find difficult. Staff remind children of behaviour and safety rules, such as using chairs correctly. Therefore, children generally know how to behave. Staff consider the safety of children by ensuring they meet the adult-to-child ratio and by completing a daily checklist.

Children manage their own personal needs relevant to their age. For example, they use the bathroom independently and wash their own hands. Children are provided with a substantive snack at a time when they choose to eat. This includes ham, cheese, muffins or crumpets. They access fresh drinking water regularly throughout the session and have some opportunities to play outdoors. All of this contributes to a healthy lifestyle. Children develop some independence as they choose what they want to do from the resources available. For example, they decide to play outside so that they can enjoy energetic games.

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 Early Years Foundation Stage and the Childcare Register are not fully met. Since the last inspection and a subsequent monitoring visit, where the club received a number of notices to improve, the manager has implemented some changes. For example, staff demonstrate some knowledge of the Early Years Foundation Stage, and the planning of activities is improving. Records of children's progress indicate areas of learning and development are being covered over time. As a result, there is some improvement to children's welfare.

Records to confirm that staff are suitable to work with children, such as Disclosure and Barring Service checks, qualifications and first-aid certificates, are not available for inspection. This has an impact on children's welfare and 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 taken advantage of some training opportunities with the host school. Self-evaluation is basic. However, the setting is beginning to ask children and parents for their views on the quality of service provided, in order to help make decisions and address areas for improvement.

Effective partnership working with parents and teachers is still developing. Therefore, there is room to improve the sharing of information about children's achievements, to enable staff to fully understand children's abilities and provide activities that complement their learning in school. Overall, parents respond positively in questionnaires about the club and say staff '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 Barring 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

Unique reference number	EY466265
Local authority	Cheshire West and Chester
Inspection number	965406
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	36
Name of provider	Witton Acorn Limited
Date of previous inspection	13/01/2014
Telephone number	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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