

# Witton Acorns

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

<b>Inspection date</b>	21/11/2014
Previous inspection date	23/05/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children enjoy attending the club and have built secure bonds and relationships with staff and other children. As a result, their emotional well-being is appropriately met.
- Staff understand their roles and responsibilities to protect children from abuse. This ensures children generally remain safe and protected.
- Staff implement consistent behaviour management strategies. As a result, children learn to follow simple rules and boundaries.

### It is not yet good because

- The quality of teaching provided by the staff is variable and is not always sufficiently focussed to fully challenge all children. This results in children having inconsistent interactions from the staff to support their learning.
- Staff have not yet fully embedded the links with other providers, such as the host school, to ensure information is shared to complement children's experiences as they move between settings.
- A mobile phone and camera policy has not been implemented to ensure that children can be safeguarded at all times.

## 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 talked to children and staff and held discussions with the manager during the inspection.
- The inspector undertook a joint observation with the manager of the club.
- The inspector looked at children's assessment records and at their learning journals.  
The inspector reviewed the planning documentation, evidence of staff suitability, safeguarding policies and procedures and a range of other supporting documentation.
- The inspector took account of the views of parents and carers spoken to on the day of 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 quality of teaching methods used by the staff, such as questioning and modelling techniques, so that children receive consistently good support during activities, to help them make good progress
- make sure links are made with other providers, such as the host school, are firmly established; so that information is gained and shared to complement children's experiences across the different settings they attend
- implement a mobile phone and camera policy to ensure children are safeguarded at all times.

### Inspection judgements

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

Overall, children enjoy their time at the club. They are adequately supported to acquire the skills and capacity to develop, learn securely and be ready for the next stages in their learning. Staff are aware of how to meet children's learning through play. Children eagerly take part in a range of planned activities that provide sufficient levels of challenge, appropriate to their ages and stages of development. These take appropriate account of the different ways in which individual children learn and the stage of learning and development for each child. This is supported by suitable written records completed by the staff. Details about children's interests are acquired through discussions with parents and completing registration forms and more recently by ongoing dialogue with the reception teacher in the host school. Therefore, children are happy and confident as they take part

in activities. Staff generally motivate and engage children. They actively involve children in their play and know when to step back, so that children have the time and space to think for themselves. However, the quality of teaching provided by the staff is variable and is not always sufficiently focussed to fully challenge all children. This sometimes results in children having inconsistent interactions from the staff to support their learning.

Children begin to form social bonds with other each other at the club and older ones treat younger children with concern. Children develop skills that appropriately support them to solve problems and promote their confidence to explore new ways to do things. For example, staff plan themed activities, such as, decorating biscuits, which encourages their imagination as they create designs. They learn some descriptive language, such as 'sticky', as they describe the textures of the materials they are using for decoration. Children develop their physical and creative skills as they make shapes and patterns using different colours, and small gold edible beads. They extend their language by finding ways to describe what they are doing to staff, who readily follow children's ideas and take an interest in what they are saying. As a result, children develop confidence in sharing their ideas and are supported appropriately in the next stage of their learning.

Partnerships with parents are sound. Staff provide parents with daily feedback when they collect their children and also seek information about children's home lives. This means that information is shared effectively between the club and home and ensures that parents and staff are well informed to best meet children's needs. However, partnerships with other providers, such as, the host school, are still developing in order for information to be shared to complement children's experiences across the different settings they attend.

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

Children are motivated and eager to engage with activities. Children learn social skills as they are encouraged to take turns during activities as part of a group. Children's self-esteem and confidence in their abilities is promoted because staff praise their efforts. Key persons talk to parents about children's routines and care needs and incorporate this into their planning. Consequently, children's emotional needs are adequately met, because staff are beginning to build secure attachments with them. There are a range of toys and resources, which cover all areas of learning, and they are mostly organised and stored so that children can independently access them. Children are encouraged to be responsible for their own possessions. As a result, children are becoming independent learners. They respond to the staff's positive behaviour management strategies and learn to understand what behaviour is acceptable. If there are minor squabbles staff intervene and diffuse the situation quickly. Staff are positive role models and remind children to use good manners.

Children learn about self-care and safety through suitable routines, activities and discussion. Children are well used to washing their hands before snack and after handling messy items. Staff provide a snack of bread, cheese and ham and sit with the children to use this time as a social occasion, talking about what children will do during the approaching weekend.

Staff help children learn how to keep themselves safe, for example, by explaining why

they should sit on chairs correctly. Children are provided with daily opportunities to access fresh air and exercise in the outdoor play area. When the weather is poor children use the main hall where they run about energetically, catching, kicking and throwing footballs. As a result, they develop good physical skills. Children take small risks, appropriate for their age, for example, they play chasing games at high speed, negotiating the space they have with skill. Consequently, children are beginning to develop healthy habits, independently manage their self-care needs and are developing the skills they will need when they move on in their learning.

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

Since the last inspection, the provider has responded to the actions raised. There is now a detailed record of staff Disclosure and Barring Service checks, containing reference numbers and the dates of disclosure. The manager meets with individual staff on a regular basis to identify any concerns and provide guidance and support. An appraisal system for managing the performance of staff has been developed and is contributing to improved coaching and training opportunities for staff. Staff work together to monitor and evaluate the educational programmes to ensure that all areas of learning are appropriately covered and children are making progress. Some performance management systems are in place as the manager has recently started to complete supervisions with staff to further their professional development. However, these do not adequately focus on assessing the effectiveness of staff practice to provide the necessary support needed to strengthen the quality of teaching and learning in the setting. The provider has implemented a suitable key-person system that is built on secure relationships with parents to ensure that children's needs are met. The key person operates more effectively, because the club exchanges some information with the host school to ensure there is a generally secure understanding of children's needs and interests. All this ensures that children's welfare is not compromised. The improvements made since the last inspection have resulted in better management of the club overall and ensure that children experience an improving care and learning environment. Children's welfare is mostly assured because the provider and staff have an effective understanding of safeguarding children. However, they have not implemented a mobile phone and camera policy in order to safeguard children further. This is because the manager is unaware of their responsibility to have this. This does not impact on the children at present because staff mobile phones are locked away in the kitchen and parents are dissuaded from using phones in childcare areas.

Policies and procedures are shared with all staff who understand them. Consequently, staff are fully aware of the expectations in the club and implement agreed procedures within their work with children. They have a sound understanding of the behaviour management procedure within the club and ensure children's behaviour is managed in an appropriate way. In the main, children are aware of expectations for their behaviour. Children's welfare is assured because the provider and her staff team have an effective understanding of safeguarding children. They know the signs of abuse and have a good understanding of the procedure to follow if they have concern about a child. The provider is aware of the procedure to follow if an allegation is made against a member of her staff. The premises are secure and there are secure collection procedures, which ensure that

children are only collected by known adults. There are suitable records in place, including for accidents and medication records, which support the safety of the children. Appropriate risk assessments enable staff to provide a safe indoor environment and opportunities for outdoor play. The provider and her staff team work closely with parents to ensure information about children's care and learning is gained before children start at the club.

The manager and staff have worked to address most of the actions raised at the last inspection visit. Some areas, such as, improvements to performance management arrangements and links with the host school and other providers are still developing. This is partly due to the short timescale between inspections; however, the setting has demonstrated a suitable capacity to maintain continuous improvement. The manager works alongside her team on a daily basis, with all staff contributing to the weekly planning. Therefore, she has first-hand knowledge of what the staff and children do. Staff have effective relationships with parents and they share information with them on a daily basis to ensure continuity of care. Parents' views about the provision are sought through discussion on a daily basis. Parents say they are happy with the quality of care provided at the club saying they would be 'lost without it'. The provider understands the importance of building robust links with the school and working in partnership with them to complement children's learning. A daily written exchange of information has recently been developed in order to continue this. The skills children learn at the club help to prepare them to be ready for school and lay sound foundations for the future.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	982591
<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>	23/05/2014
<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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