

Little Acorns

Gainsborough Primary & Nursery School, Belgrave Road, CREWE, CW2 7NH

Inspection date	09/12/2014
Previous inspection date	04/11/2009

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		2
The contribution of the early years provision to the well-being of children		1
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 work in very close partnership with key people at local schools to complement children's learning. As a result, the educational programme is extremely well planned by skilled and knowledgeable staff.
- Working in partnership with parents is an integral part of the club. As a result, children's individual needs are quickly identified and met highly effectively.
- Staff have a thorough understanding of the safeguarding and welfare requirements and as a consequence, keep children safe and secure. Potential risks to children are minimised through effective risk assessment.
- Children benefit from positive interactions with staff who skilfully challenge and extend their thinking to build on what they already know and can do.
- Children are extremely well behaved and relationships are strong at all levels. Consequently, children of all ages share, take turns and play cooperatively together.

It is not yet outstanding because

- Staff do not frequently share their knowledge and expertise with each other, in order to build further on their already good practice.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation folder.
- The inspector observed play and learning activities indoors and outdoors and spoke to staff and children throughout the inspection.
- The inspector took account of the views of parents spoken to on the day.
- The inspector held a meeting with the owner and manager of the club and conducted a discussion regarding policies and procedures.

Inspector

Janet Weston

Full report

Information about the setting

Little Acorns out of school club was registered in 2009 and is on the Early Years Register and the compulsory part of the Childcare Register. The club is privately owned. It operates from the main hall in Gainsborough Nursery and Primary School, Crewe, Cheshire. The school grounds provide a secure area available for outdoor play. There are currently 45 children on roll, 10 of whom are in the early years age group. The club employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 to level 3. The club has established links with local schools. The club is open Monday to Friday, from 8.00am to 9.00pm and 3pm until 5.30pm, term time only. A holiday play scheme operates during school holidays. The club receives support from the local authority.

What the setting needs to do to improve further

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

- build further on the arrangements for monitoring and improving staff practice, so that staff have more opportunity to share good practice, knowledge and skills, for example, through regular peer observations.

Inspection judgements

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

Staff provide children with a balance of interesting and challenging activities to choose freely from. These support children's interests, ideas and developmental stage. On arrival, children quickly settle, confidently explore the range of resources on offer and independently select their activities. As a result, children engage in purposeful play and make good progress in their learning and development. Staff actively involve children in choosing their activities and in planning future ones. For example, staff ask children if they would like to take part in a colouring competition. Children's enthusiasm for this activity is evident, as they talk to staff about the colours they would like to use, and how they are going to decorate their picture. In addition, children show high levels of concentration while taking part in activities alongside their peers. The quality of teaching is good, because the staff work hard together to ensure children have a broad range of learning opportunities to make good progress in all areas of their learning and development. Staff place a big emphasis on children's personal, emotional and social development, and as a result, relationships are strong at all levels. Children of all ages play extremely well together and staff constantly interact with them, supporting their play and extending their learning. Furthermore, children learn to respect themselves and others, and they listen to adults and follow instructions. Staff liaise exceptionally well with the school to share information on children's progress and achievements, so that they are able to support children effectively during their time at the club. As a result, children acquire and develop

key skills for their future learning in a familiar social environment.

There is a very strong emphasis placed on the importance of developing children's communication and language skills. From the moment children are collected from school, staff greet them warmly and engage them in meaningful conversations. For example, children discuss their day at school and the great fun they all had at the Christmas concert. Furthermore, children confidently discuss, with visitors, the part they played, in the concert, proudly stating they were a shepherd. Consequently, children communicate well, share stories and express their thoughts and ideas confidently and clearly. Older children attending the out of school club thoroughly enjoy relaxing and unwinding with their friends after a busy day at school. Staff ensure they complement and extend children's learning at school. Mathematics and understanding of the world are supported well. Children have access to games, construction materials and small-world resources to support their knowledge of shape, size and numbers. Furthermore, children's physical development is promoted well through regular access to the outdoor area. Children enjoy a wide range of physical activities which develop their control, coordination and balance, such as, running, jumping, and accessing the large outdoor equipment, such as rope bridges and large tyres.

Staff encourage parents to share information about their children's learning and development by looking at their learning journeys, with the teachers, and talking to staff on a regular basis. Staff have implemented many ways in which to involve parents in their children's time at the club. For example, newsletters, emails and notice boards display a wealth of information. During the settling-in visits staff can really get to know the family and find out all about the child, including their likes, dislikes and stage of development. As a result, good relationships are formed, parents are well informed about the club from the outset, and staff have the information needed to best support children and to meet their individual needs. Furthermore, staff provide feedback to parents at the end of their child's session, to ensure they are fully informed about their day. Parents spoken to at the inspection feel all the staff are very approachable, kind and extremely caring. Parents comment how their children 'just love it at the club'.

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

Children are extremely happy and content to be in this stimulating and welcoming club. For example, children rush in excited and eager to be greeted by staff. Staff's awareness of the children and their commitment to nurturing the well-being of every child in their care is exemplary. Staff are excellent role models, which leads to children developing extremely strong, secure relationships with them. Staff listen to what children have to say and respond considerately. Staff welcome children and their parents to the club and children feel valued and cared for. Carefully planned settling-in visits help children familiarise themselves with the club and older children naturally care for children in the early years age group. As a result, children's personal, social and emotional development is promoted exceptionally well in an extremely warm, caring, supportive environment.

Children's self-esteem is significantly enhanced by the secure, emotional attachments they build with the staff. Staff consistently supervise children as they use the bathroom and

encourage them to be independent, while at the same time stay close by to help and support them if needed. Children know to wash their hands before they eat to stop germs from spreading. Staff teach children about the importance of eating healthily. Snack is a social occasion, when children relax and sit together to eat their freshly prepared meal. Children line up patiently with their tray as older children help the younger children with their drinks and choice of food, children then choose who they want to sit next to. Fresh drinking water is always available for children. Children develop an excellent range of physical skills and benefit from daily fresh air. They access the excellent outdoor area in all weather, except for very severe conditions. Inside children who wish to relax, play quietly and can independently access quiet areas. As a result, children's all-round physical and emotional well-being is exceptionally well promoted.

Children learn about keeping themselves safe and they know not to run inside the club to avoid accidental injury. They practise the emergency evacuation procedure in case they need to leave the premises unexpectedly. Parents report staff are exceptionally warm and sensitive to helping children feel safe. Children readily approach staff for cuddles, for example, when leaving they spontaneously run over to thank the staff for having them. Children play very well together and share toys and resources. Positive behaviour is highly evident, for instance, children show consideration for equipment and each other as they tidy away resources. Staff praise children's efforts and ensure children are given clear boundaries. Consequently, children behave extremely well and they are respectful and considerate towards each other. Staff encourage behaviours that highly effectively promote children's good health, well-being and promotes their understanding of risk.

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

The club is led by an enthusiastic manager who is genuinely committed to providing high quality care and education for children. Management and staff have a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They have a secure knowledge of the correct procedures to follow if they have a concern about the welfare of a child, and their responsibilities to safeguard children's welfare. Good adult to child ratios are maintained and staff are well deployed, ensuring that children are well supported in their play and learning. There are effective selection, recruitment and vetting procedures in place to ensure staff are suitable to work with children. In addition, the ongoing suitability of staff is monitored regularly through supervision, in order to monitor the quality of teaching and support staff's professional development. However, frequent arrangements for staff to share their good practice, skills and knowledge with each other, in order to improve still further the good quality provision for children are not fully in place. The club has comprehensive policies and procedures which underpin staff practice. These are reviewed on a regular basis and parents are made aware of them. For example, there are accurate records of children's attendance and appropriate arrangements are in place for the use of mobile phones and cameras. Staff complete daily risk assessments and regular fire risk assessments are made, to ensure children are safe while they play and explore. Staff are vigilant and arrivals and departures are continuously monitored. Children cannot leave the premises without a known adult. In addition, all staff members hold current paediatric first-aid certificates so

they can quickly respond to any minor accidents. As a result, children are protected from harm while attending the club.

Management and staff are extremely committed to their work with the children. This is reflected in the exceptionally low turnover of staff and their enthusiasm and the enjoyment they demonstrate when interacting with the children. Partnership with other professionals and the host school is exceptionally strong and makes a significant contribution to meeting children's individual needs. Management and staff work particularly closely with the school's early years coordinator to support children's well-being. Priorities for improvement are clearly identified through self-evaluation in partnership with parents and children. For example, parents are encouraged to complete questionnaires to keep staff informed of children's needs and wishes, and children attending the club are represented on the school committee. As a result, toys and equipment meet the current interests of children, because items they request are provided by staff. This shows that management and staff are able to continuously improve the care and learning for the children. Monitoring of children's progress by staff at the club in liaison with other key people at school ensures that any gaps in learning are swiftly identified. As a result, children receive the appropriate support and interventions they need so that no child is disadvantaged.

Positive partnerships are established with parents and daily verbal dialogue is encouraged. Parents can view detailed notice boards and comments received during the inspection are extremely positive. Parents spoken to at inspection say how much their children enjoy coming to the club. They state that they are kept well informed about their children's well-being and progress and they highly recommend the club to other parents.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY393902
Local authority	Cheshire East
Inspection number	859570
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	45
Name of provider	Caroline Teresa Dunning
Date of previous inspection	04/11/2009
Telephone number	01270626605

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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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