

# Wincham Acorns

Wincham Community Primary School, Church Street, Wincham, NORTHWICH,  
Cheshire, CW9 6EP



|                          |               |
|--------------------------|---------------|
| <b>Inspection date</b>   | 15 April 2015 |
| Previous inspection date | 29 June 2011  |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|--|-------------------------|-------------|----------|
|  | Previous inspection:    | Good        | 2        |
| How well the early years provision meets the needs of the range of children who attend |                         | Good        | 2        |
| The contribution of the early years provision to the well-being of children            |                         | Good        | 2        |
| The effectiveness of the leadership and management of the early years provision        |                         | Good        | 2        |
| The setting <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

### This provision is good

- Staff organise a broad range of activities for children of all ages, which promotes good progress in their learning.
- Children are developing good communication and language skills. They are articulate and confident during their play and interactions with other children and adults.
- Systems for staff recruitment, supervision and training are a priority for the manager. Staff are currently updating their training to attain level 3 qualifications in childcare. This has a good impact on the teaching and learning experiences offered to children.
- The manager and staff understand how to promote children's well-being. They provide children with a choice of healthy snacks and daily opportunities for fresh air and exercise, using the outdoor environment effectively. They also understand how to positively manage children's behaviour.
- The manager and staff promote children's safety and welfare. For example, they carry out risk assessments of the premises each day to ensure the building is kept secure to promote children's safety.
- The manager and staff have knowledge of child protection procedures and understand their responsibility to protect the welfare of the children in their care.

### It is not yet outstanding because:

- Despite children progressing well, planning is not always structured to take into account children's developing ideas and build on their learning experiences. As a result, their learning is not consistently extended.
- Information is inconsistently shared with parents. This means they are not always informed about what their children are learning at the club.

## What the setting needs to do to improve further

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

- take into account children's developing ideas and build on their experiences in school, so that learning is consistently extended
- enhance systems for sharing information with parents, so that they are fully informed about what their children are learning at the club.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the written views of parents presented on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation.

### Inspector

Patricia Pickens

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff provide a good range of activities to promote children's learning and development. Children initiate their own play with access to a wide range of toys and resources that help them develop creativity and independence. They are excited to explore the outdoor environment, using magnifying glasses and binoculars to discover creatures that live in the undergrowth. Staff are nearby to offer support and make good use of opportunities to talk to children and discuss the different types of insects and mini-beasts. As a result, children are making good progress in their communication and language skills. Staff introduce mathematical concepts within children's play. For example, when children build houses using tubes, staff encourage them to develop their problem-solving skills by asking children to compare the shape, size and structure of the buildings. However, staff do not build on children's spontaneous play and feed this into planning to build on children's interests. As a result, children's learning is not consistently extended. Parents are not consistently informed about what their children are learning at the club because there is limited formal planning in place.

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

Staff are warm and welcoming and children have positive relationships with adults. Children have opportunities to be active and engage in sport and physical play in the outdoor environment. They know why this is important to their health. Staff meet children's individual dietary needs with healthy snacks. Children benefit from strong attachments with adults to develop their social skills and confidence. Staff help children to develop a good knowledge and understanding of the world. For example, staff encourage children to organise their own resources, care for their environment and talk about the benefits of caring for people in the community. Consequently, children develop positive attitudes to others, which enhances their learning at school.

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

The manager and staff have a secure knowledge of the welfare requirements and how to keep children safe. They review risks in the environment regularly to keep the building safe and secure. The manager is committed to promoting good-quality provision for children and their parents. There are effective systems for monitoring staff performance in place. Staff are currently undertaking training to achieve level 3 qualifications in childcare. As a result, children are offered good-quality care and learning opportunities throughout their time at the club. The manager regularly seeks the views of children and parents when evaluating her practice. Partnerships with parents and the school help to maintain continuity for children, providing seamless provision throughout the day.

## Setting details

|                                    |                                |
|------------------------------------|--------------------------------|
| <b>Unique reference number</b>     | EY410808                       |
| <b>Local authority</b>             | Cheshire West and Chester      |
| <b>Inspection number</b>           | 851125                         |
| <b>Type of provision</b>           | Out of school provision        |
| <b>Registration category</b>       | Childcare - Non-Domestic       |
| <b>Age range of children</b>       | 4 - 11                         |
| <b>Total number of places</b>      | 48                             |
| <b>Number of children on roll</b>  | 76                             |
| <b>Name of provider</b>            | Oak Childcare Limited 07195098 |
| <b>Date of previous inspection</b> | 29 June 2011                   |
| <b>Telephone number</b>            | 07932400110                    |

Oak Childcare Limited registered in 2010 and is privately owned. The out-of-school provision is based in a mobile unit within the grounds of Wincham Community Primary School. Wincham Acorns opens from 7.30am to 9am and 3pm to 6pm during term times and from 8am to 6pm during holidays. There are five members of staff, including the manager who holds an appropriate childcare qualification at level 3. In addition, four members of staff are qualified to level 2 in childcare.

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