

# Acorns Club

Helmshore Primary School, Gregory Fold, ROSSENDALE, Lancashire, BB4 4JW



<b>Inspection date</b>	8 September 2016
Previous inspection date	24 April 2015

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is good

- The manager, committee and staff have built excellent partnerships with the host school. High priority is given to ensuring activities at the club complement those undertaken at school. Children display good levels of confidence and self-esteem.
- Children are cared for in surroundings that are bright and very secure. Resources are plentiful and arranged attractively to help children make independent choices.
- Children are happy and motivated individuals. Staff are good role models, who treat children with kindness and respect.
- Children are supported to lead a healthy lifestyle. They enjoy access to an extensively resourced outdoor area that promotes all aspects of their physical development. Additionally, children have space to move freely, take part in team games and experience some appropriate risks and challenges.
- The manager and committee are dedicated and committed to ensuring the club's continued success. Self-evaluation is used very well to ensure changes made at the club reflect the views of children, parents and staff. Actions set at the last inspection have been addressed.

### It is not yet outstanding because:

- Performance management opportunities to help staff reflect more on their practice and encourage them to share their knowledge and skills are not fully maximised.
- Staff do not maximise opportunities for gathering detailed information from parents about their child before they attend the club to enhance the settling-in process.

## What the setting needs to do to improve further

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

- embed supervision arrangements across the team and support staff to improve their personal effectiveness to the highest level
- strengthen arrangements for collecting more detailed information from parents about their child that enhance the settling-in process even further.

### Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager and discussed this with her.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager and the provider. She looked at relevant documentation, such as the club's policies and procedures, self-evaluation and evidence of the suitability of staff and the committee members.
- The inspector spoke to a small group of parents during the inspection and took account of their views.

### Inspector

Donna Birch

## Inspection findings

### **Effectiveness of the leadership and management is good**

The arrangements for safeguarding are effective. Staff have attended training and have a firm understanding of their roles and responsibilities to keep children safe. Effective policies and procedures are in place and effectively implemented. Recruitment and vetting are robust. Staff undergo induction training and are encouraged to attend a variety of different courses to deepen their knowledge even further. The club is safe and secure. Visitors are signed in and regular risk assessments are carried out by the manager and staff. The management team has made some meaningful changes to the club. For example, they have worked closely with the host school and the committee to build on resources, train staff and ensure the good upkeep of the club. Furthermore, parents' views have been sought through effective use of questionnaires and the actions taken are making ongoing improvements.

### **Quality of teaching, learning and assessment is good**

Staff are well qualified and experienced and have worked at the club for sustained periods of time. They provide resources and activities suitable for children of all ages and stages of development. Children particularly enjoy activities outdoors. For example, they develop their physical, listening and social skills as they take part in a game of dodge ball. Staff interact with children well and provide lots of praise and encouragement. Children demonstrate good sportsmanship as they congratulate the winners. Staff make good use of daily conversations and regularly share information with parents about their children's achievements in the club. Some activities are planned to complement the learning children undertake at school. For example, children use their creative, writing and information and communication technology skills to create many different display boards. These showcase the many exciting and fun experiences they enjoy at the club. Children compile their own learning journal folders. They express great pride in their achievements and enjoy using these to look back at all the fun activities they have taken part in.

### **Personal development, behaviour and welfare are good**

Children access their own belongings and help staff with tasks, such as preparing snacks and tidying away after snack time. Additionally, children help themselves to water and milk as they manage their own needs for a drink. This helps them develop their self-help and independence skills. Children have a good understanding about hygiene practices. They wash and dry their own hands at appropriate times. Staff consult with children to decide upon and implement effective age-appropriate behaviour management strategies. Children behave very well, have good social skills and show care and concern for each other and staff. For example, older children help younger children understand the rules of team games and support them to collect and carry their snack items. Staff include children when assessing risks and checking ongoing safety in the club. Children complete simple written daily risk assessments and report minor concerns to staff. These support children's developing literacy skills, help them stay safe and have a sense of responsibility.

## Setting details

<b>Unique reference number</b>	EY104005
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1058183
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	48
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	Acorns Club Committee
<b>Registered person unique reference number</b>	RP524431
<b>Date of previous inspection</b>	24 April 2015
<b>Telephone number</b>	01706 213 756

Acorns Club was registered in 2002. It operates from and serves Helmshore Primary School. The club employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 to 4. The club opens from 8am until 8.50am and 3pm until 6pm, Monday to Friday, term time only.

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