

# Cranmore Little Acorns

Cranmore Infant School, Northland Road, Shirley, Solihull B90 4SA



<b>Inspection date</b>	30 July 2019
Previous inspection date	Not applicable

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

## Summary of key findings for parents

### This provision is good

- Managers and staff continually reflect on their practice and identify areas where improvements can be made. They seek the views of parents and children, acting on their suggestions to raise the quality of the provision and enhance children's learning and enjoyment.
- Children's behaviour is exemplary. They are respectful, courteous and use good manners. Children comment that they are working well together as they help each other to carry the blocks to build a den.
- Staff work closely in partnership with parents. They share information with them about their children's day and the activities they have taken part in. Parents are very complimentary about the service provided. They say that staff nurture their children to help them grow and children are very happy to come to the group.
- There are very good working relationships with staff at the host school. Staff who work at the holiday club also work in the pre-school or wraparound provision. This means that information is shared between the different provisions and ensures consistency of care and learning for children.
- All children form close relationships with staff and are happy and settled in their company. Younger children seek them out for a reassuring cuddle and sit close by them during story times. Children proudly show staff the vehicles they have made and the words they have written to show that it is a police car.
- Staff in the baby room plan activities based on children's individual interests. They observe what children can do and continually extend and add to the activities to support children's progress and next steps in learning. Staff in the holiday club plan activities that they can easily differentiate to meet the needs of all of the children.
- There are limited opportunities for children who attend the holiday club to rest and relax during the day, should they wish to do so.

## What the setting needs to do to improve further

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

- provide opportunities for children who attend the holiday club to rest and relax, should they wish to do so.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning and enjoyment.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the registered individual and the manager. She looked at relevant documentation, including children's details and evidence of the suitability of staff working in the setting.
- The inspector spoke to children and some parents during the inspection and took account of their views.

### Inspector

Rebecca Johnson

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. All staff have a clear knowledge of the signs that may indicate that a child is being abused or neglected. They fully understanding the procedure to follow to report any concerns. Recruitment and induction procedures are robust to ensure that all staff working with the children are safe and suitable to do so. The setting benefits from a cohesive staff team who work well together. They share ideas for further improvements that will benefit the children who attend. The manager regularly monitors and observes staff practice. If any gaps in practice are identified, training is sought to help these rapidly close. Staff have individual targets for improvement which are discussed during supervision meetings. The manager attends cluster meetings with other providers to gain information and share ideas. Other similar provisions that are just starting up have visited the setting to see how they operate and to gain ideas.

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

All children have lots of fun and thoroughly enjoy the activities provided. Babies delight as they play with the bubbles. They dip the bubble wand into the liquid and blow it to make a bubble. Staff introduce new words, such as 'pop'. They encourage children to repeat the word, which supports their emerging language skills. Babies have much fun as they cover themselves in paint. They explore the texture as they walk through the paint and mix it with their hands. Staff introduce cars and encourage children to look at the different patterns the tyres make in the paint. Children in the holiday club become engrossed as they make a fire engine from cardboard boxes. Children choose the size of box that they want. They say that it is 'massive' and they are going to bend it so that they can go inside. Staff extend children's curiosity and problem-solving skills as they encourage them to think how they are going to do this. Some children choose smaller boxes and say that these will be the sirens. Staff incorporate mathematical concepts as they ask how many sirens they have and encourage children to compare sizes.

### Personal development, behaviour and welfare are good

Children's health and well-being are supported well. Children enjoy playing outside. They balance on beams and jump in and out of hoops. Staff are adept at changing their plans when the weather is inclement. For example, when torrential rain means that children cannot go outside, staff introduce den building to support children's physical skills. Older children build the dens using soft-play equipment. They expertly climb through, under and over the blocks. Staff are vigilant in protecting children and adhering to their allergen and dietary needs. They carefully check the contents of children's lunch boxes to make sure that they do not contain nuts.

### Outcomes for children are good

All children make good progress from their starting points in readiness for the next stage in their learning. Older children use scissors with dexterity and measure and cut masking tape to stick boxes together. They listen to stories and know that the person who wrote it is the author and that the information on the back cover of the book is called the blurb. Babies recognise animals and try to repeat the sounds that they make.

## Setting details

<b>Unique reference number</b>	EY543605
<b>Local authority</b>	Solihull
<b>Inspection number</b>	10090166
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 7
<b>Total number of places</b>	14
<b>Number of children on roll</b>	117
<b>Name of registered person</b>	Cranmore Infant School Governing Body
<b>Registered person unique reference number</b>	RP543604
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01217053443

Cranmore Little Acorns registered in 2017. The setting employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above, including one who holds early years professional status and one who holds level 6. Care for children aged up to two years is provided Monday to Friday from 7.30am until 6pm, all year round, except for two weeks between Christmas and New Year. An after-school club operates during term time from 7.30am until 9am and from 3pm until 6pm. The setting also runs a club during school holidays from 7.30am until 6pm. Children between the ages of two and four come under the jurisdiction of the school between 9am and 3pm during term time.

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