

# Inspection of Acorns Singleton

Singleton C Of E School, Church Road, Singleton, Poulton-le-fylde FY6 8LN

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Inspection date:

14 July 2022

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

## What is it like to attend this early years setting?

### This provision meets requirements

Children enjoy time to relax in the warm and welcoming environment of the club. They play harmoniously together and have a wealth of activities to select from. For example, children choose independently from a range of board games, construction blocks, art and craft resources, and action figures. Children are polite and respectful towards each other and staff. They use good manners and children of all ages behave well. Older children help younger children to play age-appropriate computer games. Children demonstrate that they feel safe and secure as they confidently ask staff for help or to play with them.

Staff throw and catch different types of balls with children in the secure outdoor area. Younger children are fascinated by how high their bouncy balls can go. Staff prompt older children to find a safe space where they can play freely with frisbees together. This helps children to become independent and responsible individuals. Older children show care and consideration towards younger children. They talk to each other about their designs for the stones they are decorating and show each other how to use the special painting pens correctly. Children proudly show their parents the stones they have painted at home time and excitedly tell them about their time at the club.

### What does the early years setting do well and what does it need to do better?

- The atmosphere in the club is very positive and children are familiar with routines. Staff are attentive to individual children's needs and interests, particularly those of younger children. They consider these carefully when planning activities and provide support for children who need it. This helps children to settle quickly and enjoy their time at the club.
- Children's learning from school is complemented well by the club. Staff have good relationships with the host school and meet with teachers regularly to find out about children's developmental needs. They provide activities linked to the themes and topics children are exploring at school.
- Staff promote good behaviour well and are excellent role models. They have high expectations of all children and gently remind them of the rules of the club. Children take care of their own belongings and help to tidy up resources.
- Children confidently make their own choices and communicate these clearly. For example, they make decisions about what they want to play with and what healthy foods they would like at snack time. They ask staff for extra resources to use as they make play dough monsters with googly eyes.
- Parents are highly complimentary about the club. They feel that staff keep them well informed about their children's time in the club. They say the club is like a 'home from home' and that their children are often reluctant to leave.

- Staff express that they thoroughly enjoy their time working at the club. They receive support to access a range of training opportunities and have regular supervision meetings with the club owner. These focus on the quality of their practice and their own well-being.
- The club owner has a clear understanding of the strengths of the club and regularly seeks feedback from children, staff, and parents. Consistent daily operating procedures are implemented, and this helps to ensure that children are kept safe and have lots of fun when attending the club.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safety is a priority at the club and robust systems are in place to ensure that children are only collected by authorised individuals. Children play in a safe environment as staff carry out daily checks on all areas of the club. All staff have a good understanding of safeguarding and can identify potential indicators of abuse. They are aware of safeguarding issues, including how children can be exposed to extreme or radical views. Staff know the procedures to follow should they have concerns about a child's welfare. This includes what action to take if they have concerns about someone working with the children.

## Setting details

<b>Unique reference number</b>	2662723
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10244496
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	Goldie, Sarah
<b>Registered person unique reference number</b>	2566239
<b>Telephone number</b>	07860816175
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Acorns Singleton registered in 2021. It operates from Singleton Church of England Primary School in Singleton. It operates during term time only, from 7.30am until 8.45am and 3pm until 5.30pm. The setting operates a holiday club.

## Information about this inspection

**Inspector**  
Donna Thorpe

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed activities and the interactions between staff and children.
- Children spoke with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- Staff spoke to the inspector during the inspection.
- The provider showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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.

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