

# Acorn Childcare OSC

Inspection report for early years provision

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**Unique reference number** EY381368  
**Inspection date** 26/02/2009  
**Inspector** Sylvia Cornock

**Setting address** The Royal British Legion, Firth Fields, Davenham,  
NORTHWICH, Cheshire, CW9 8JB

**Telephone number** 01606 43466

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Acorn Out of school was registered 2008. It operates within The British Legion building located in Davenham, Cheshire. Children are cared for in the main hall. There is a secure area available for outdoor play.

A maximum of 30 children aged four to 11 years may attend the setting at any one time. The setting is open five days a week from 08.00 to 09.00 and 15.30 to 18.00 during term time only. Children attend from the local community and surrounding areas.

There are currently 15 children on roll aged from three to 11 years. Of these, two are within the Early Years Foundation Stage (EYFS). This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting supports children with learning difficulties.

The setting employs four members of staff, of these two staff including the manager are qualified to level three in early years and one is qualified to level two. The setting receives support from the local authority early years advisory team.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children in the out of school benefit from a caring and enthusiastic staff team. Children are treated with equal concern which enables them to feel valued. Most aspects of children's welfare are promoted successfully. Management are committed to meeting the training needs of staff to improve the quality of care and education, and to ensure staff are aware of the child protection procedures. They also recognise the need to develop their systems for self-evaluation and working more closely with others.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure staff working within the setting are qualified and consistent to ensure continuity of care and learning for children.
- develop a system for working more closely with others to support children's learning and development in EYFS.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that all members of understand the safeguarding policy and procedure for child protection in the event of an allegation being made.  
(Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)

22/05/2009

## **The leadership and management of the early years provision**

Effective vetting procedures are in place to ensure all adults working with children are suitable. Management have identified the training needs of staff through appraisals and staff meetings. All staff working within the out of school also work in the providers local nursery which is within walking distance. All of the required policies are in place to safeguard and ensure the welfare of all children. A written safeguarding policy is available for parents. However, some staff are not clear on the procedure in the event of an allegation being made against a member of staff or others whilst the child is in their care. This is a breach of the regulation. Risk assessments are undertaken and children move around the available space freely and safely.

Links have been established with the local authority to seek guidance regarding areas for improvement and evaluating the service offered by the out of school. However, the setting are developing systems and is in its infancy of completing self-evaluation to identify gaps in the provision, such as observations and assessment systems for children attending in EYFS. The provision has been open and operating for a short time with only a small number of children attending. Management are addressing the current situation within the setting to ensure staff are qualified and that consistent staff work with the children to support continuity of care and learning for children.

Parents comment on their appreciation of the staffs commitment in providing a safe, caring and learning environment for their children. They receive information about the setting and staff work closely with parents and carers to ensure that children's needs are effectively met. Parents find staff approachable as they exchange daily information about their children's welfare. The setting has very good relationships with the school next door and the provider has regular meetings with them. However, staff have not fully implemented a system for the exchange of information about individual children's learning and progress with their teachers; although daily exchanges of the child's day does take place. The setting receives support from the local authority early years advisory team and they have implemented a key person to each child.

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

The relationships between the staff and children are warm and caring which develops a sense of trust. The out of school is well organised with accessible resources to enable children to independently select their favourite things. There is a balance of child initiated and adult led activities. Planning is based on what children want to do and staff support children in their progress, learning and development. They have introduced a key person role for children within the EYFS, however observations and assessment systems are not sufficiently developed by staff to ensure children achieve as much as they can in relation to their starting points.

Children behave well and are rewarded for their good behaviour through frequent praise. They are independent in their personal care as they put on their own outdoor coats and use the bathroom effectively. Children are confident communicators as they engage in conversations and discussion with staff about their school day, family and activities at home. They are keen to engage in games both table top and larger more physical as they jump from one shape to another creating lots of laughter. All age groups play well together as they share and take turns. Staff ensure all children are included and their individual needs met. Staff use good language as they give explanations and engage in conversations with the children.

Children enjoy trips out into the community, such as, walking to see the Christmas lights being switched on in the local village. During this planned outing they have opportunities to observe the environment around them and learn how to keep themselves safe as they observe road safety. Children learn about the wider world through activities festivals and resources. They have opportunities to go into the outdoor play area which promotes children's physical development well. Children enjoy art and craft activities and show skill as they make mothers day cards using collage materials and glue various objects onto the card.

Children benefit from nutritious snacks to promote their growth and development. They enjoy helping themselves to a variety of sandwiches and fresh fruit daily and are involved in planning the menu. Drinking water is freely available at all times. Staff follow good hygiene practices with children, such as ensuring the tables used for snack is anti bacterial wiped and clean before snack is served.. Good standards of cleanliness is maintained throughout the provision. There is a range of safety measures in place, such as the main door secured and low level electrical sockets covered to avoid accidental injury to children.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register. (CR2) 22/05/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (CR2) 22/05/2009