

Acorn Childcare OSC Hartford

Inspection report for early years provision

Unique reference number EY437906
Inspection date 25/04/2012
Inspector Karen McWilliam

Setting address Hartford Manor Community Primary School, Stones Manor Lane, Hartford, NORTHWICH, Cheshire, CW8 1NU
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Type of setting Childcare - Non-Domestic

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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.

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Description of the setting

Acorn Childcare OSC Hartford was registered in 2011. The club is one of three childcare settings privately owned by a limited company. It operates from a mobile classroom in the grounds of Hartford Manor Community Primary School, situated in the village of Hartford, Northwich, Cheshire. There is an enclosed area for outdoor play. The club operates from 3.20pm until 6pm, term time only. The club is also open daily, from 8am until 6pm, during Easter and the summer holidays.

The club is registered to care for a maximum of 30 children aged three years to eight years at any one time. Children aged over eight years are also offered care. The club is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are four members of staff, three of whom hold childcare qualifications to at least level 3. One member of staff has achieved Qualified Teacher Status and Early Years Professional Status and one member of staff has a childcare degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and make good progress through access to stimulating activities and skilful support and challenge. Overall, effective partnerships with others and meaningful relationships with parents ensure children's individual needs are met. Effective arrangements exist to ensure children's safety and encourage their involvement in the provision. Regular self-evaluation identifies the strengths and weaknesses of the provision. The staff show drive and commitment and are confident about what they need to do to secure and further sustain improvements.

What steps need to be taken to improve provision further?

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

- strengthen further partnership with parents, sharing information and involving them in their child's continuous learning and development
- improve further the range of play resources to support children in developing positive attitudes to diversity.

The effectiveness of leadership and management of the early years provision

Children are safeguarded from harm and neglect because the staff ensure their safety is paramount and implement good systems to protect them. All staff have undertaken training regarding child protection and are clear on the signs and symptoms of possible abuse. Written safeguarding policies are in place and shared with parents from the outset. Comprehensive risk assessments and daily checks ensure that all areas of the club and the outdoor area are safe for children. Robust

recruitment procedures ensure that all adults in the setting are suitable to work with children. Children are further protected because staff keep good records, such as attendance registers and accident forms and ensure that a first aider is always available when the children are present.

The managers have a clear sense of purpose and ensure this vision is cascaded to the dedicated staffing team to ensure that the environment is well organised and stimulating. Children are encouraged to make choices. For example, children take boxes off shelves to play with small world toys. Consequently, children are active participants in their learning, thrive and make good progress. There is a good range of resources for children to choose from, including construction and lots of board games, which effectively challenge and stimulate them. However, there are very few resources for children to play with that reflect the diversity of the world in which we live. Consequently, opportunities for children to develop positive attitudes towards themselves and others are not fully maximised. Continuous professional development is a priority for the club, resulting in a knowledgeable team who are focussed on promoting positive outcomes for children. A comprehensive self-evaluation form has been completed, which includes the views of parents, children and staff. This ensures that targets for future improvements are identified and acted upon. For example, through discussions with parents, staff identified that they wanted a two week rolling menu. Staff adapted the menus and children now enjoy a wider variety of meals.

Staff work hard to establish warm and positive relationships with parents and kind words in the comments book show that they are happy with the service the club provides. They obtain lots of information regarding their child during initial visits and ensure that parents receive the club's policies from the outset. A parent information board, and a daily exchange of information, further ensure that children's care needs are met. Although there are systems in place to share children's learning journeys with parents, this is not done routinely. Therefore, staff do not capitalise on every opportunity to fully involve parents in their child's learning or share the wealth of information that is contained in them. The club has developed good partnerships with their link school. The arrangements to support transitions ensure a complementary and consistent approach to children's learning and development. For example, prior to children starting at the club, staff liaise with the school to obtain lots of useful information. This is then used effectively to support the children.

The quality and standards of the early years provision and outcomes for children

Children have fun and make good progress. Staff observe what children can do and document this in their individual learning journeys. They then use this information to plan appropriate play experiences with the children. The staff track the progress children make over time and identify appropriate next steps in their learning. This ensures that children are motivated and interested in their play and learning. Communication, language and literacy are well-promoted in the club due to the constant interaction between the staff and children. There is a cosy book area where children can sit quietly to read independently or with support of staff and

support is offered with homework, should children require it. Staff have introduced the children to British Sign Language, which further contributes to a language rich environment. Mark making is always available and children write, paint and draw pictures, which are proudly collected in files and displayed at the entrance. There are lots of opportunities for children to use their problem solving skills. Children construct with large blocks, add and subtract on electronic laptops and choose games from the wide range of board games that are freely available to them. Staff have set up a range of boxes to complement children's learning at school, for example, the science box, and children are fully engaged as they investigate with magnets.

Children learn healthy habits as they grow their own vegetables and are offered healthy choices, such as fruit. They benefit greatly from being able to choose to play either inside or outdoors throughout the session. Therefore, they acquire good physical skills as they run, climb and kick balls daily in the fresh air. Good hygiene routines are firmly established and children readily wash their hands and play in a clean environment.

Children enjoy close bonds with the staff and have formed good relationships with their friends. They play happily together, sharing ideas and equipment. They are well behaved, confident and demonstrate concern and care towards each other; for example, children draw pictures for each other and kindly share their toys. This is because staff are good role models and they involve children in making the rules. Children are fully involved in planning what they want to do. They contribute to wish lists, draw what they like doing best and actively contribute to weekly planning meetings. Children and staff plan a wide range of festivals and special events to support children's developing knowledge and understanding of the world, for example, St. George's day and World Water day.

Children effectively learn to keep themselves safe as they use equipment safely and take part in daily discussions. For example, regular fire practises and risk assessing their own activities. Overall, children make good progress in the setting, enjoy themselves and are well prepared for life outside school and their future learning.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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

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