

# Lutley Acorns After School and Holiday Club

Community Centre, Brookwillow Road, HALESOWEN, West Midlands, B63 1BU

<b>Inspection date</b>	22/01/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff have good teaching skills and understanding of the Early Years Foundation Stage. Consequently, children make good progress towards the early learning goals given their starting points.
- Children are provided with an interesting range of activities, which they enjoy at their own pace. They have positive relationships with the practitioners who care for them, and this results in them feeling happy and confident.
- Effective partnerships with parents and teachers at the local school have been established to ensure children's individual needs are well-supported.
- Good priority is given to safeguarding children, because all staff are aware of possible signs and symptoms of abuse and have a clear understanding of child protection procedures.

### It is not yet outstanding because

- Opportunities for children to advance their creative skills have not been fully embraced by providing a sufficient selection of musical instruments.
- Staff do not always arrange space or resources for children who wish to relax or take part in quiet activities.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the main playroom and the garden.
- The inspector held a meeting with the managers of the setting.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector also took account of the views of children, parents and carers spoken to on the day.

## Inspector

Jasvinder Kaur

## Full report

### Information about the setting

Lutley Acorns After School and Holiday Club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned by two proprietors who manage and work with the children. The setting is situated in a community hall on the site of Lutley primary school, in Halesowen, West Midlands. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

There are currently 76 children aged from four years to 11 years on roll. The setting opens Monday to Friday 3.30pm until 5.50pm term-time and 8am until 5.50pm at holiday times, for 48 weeks of the year. Children attend for a variety of sessions. There are seven members of staff who work with the children, five of whom have early years qualifications at level 3 and two staff hold a qualification at level 2.

### What the setting needs to do to improve further

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

- support children's creative skills, by providing a sufficient selection of musical instruments that are available at all times
- organise space and relevant resources, such as books, for children to relax and take part in quiet activities.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children benefit from a welcoming environment where staff are friendly, caring and spend quality time interacting and supporting them as they play. Children enjoy their time at the club and activities complement those offered in the classroom. Consequently, children are suitably rested and well-prepared for school the next day. Staff have a good understanding of implementing the Early Years Foundation Stage. A good range of planned, purposeful play and exploration for all children extends their learning and development. Staff know the children very well as they observe and assess them during their play and use the information gained to support children's individual interests. On entry, parents contribute to initial assessments of their children's starting points and are kept well-informed about their children's achievements and development through regular feedback. Consequently, children are cared for according to their parents' wishes. This helps parents to support their children's learning at home. Staff provide good support for

children to settle in at their new school by providing opportunities to choose and self-direct their play while at the setting.

Staff use good teaching skills, including asking open-ended questions and encouraging children to try new activities, such as word search or bingo. This stimulates them to be active learners and pay close attention. Consequently, children's learning and competence in communication is well-supported. Staff help and encourage the children effectively to recognise the letters of their names, linking sounds to letters and using their phonic knowledge to name the letters of the alphabet. Children talk freely with peers, staff and visitors. They happily chat to each other as they sit and eat their snacks. Staff take a positive part in activities and during play encourage children in the use of language to share their experiences and thoughts. Good opportunities are provided for all children to make marks, to write for different purposes.

Staff provide a range of sensory experiences, including natural materials to encourage children's talents. However, there is scope to improve the selection of musical instruments and to provide opportunities for quiet activities for children to relax after a busy day at school, by organising space and resources, such as books. There is a good selection of resources for children to familiarise themselves with information and communication technology, including a playstation and laptops. Staff organise themed activities to promote awareness of the world they live in and they encourage children to take part in associated artwork for displays. For example, children make weather wheels and represent different seasons by drawing in related features. Learning about festivals of different religions and cultures all through the year and a selection of resources depicting positive images of diversity, help children to understand and respect the values of others. First-hand experiences, such as, decorating biscuits and measuring ingredients to make pizzas, enhance children's talents. They develop good a understanding of numbers and shapes through daily routines, flash cards and number games.

### **The contribution of the early years provision to the well-being of children**

Staff promote children's personal, social and emotional development very well. Consequently, children are happy and confident while they learn to get along with older children in both large and small group activities, which they clearly enjoy. They receive positive interaction from the staff, who spend time talking to them and taking an active part in their play. The key person system supports engagement with all parents and helps children to develop a sense of trust in staff. Through successful partnership with parents, staff are able to meet children's learning and welfare needs. The system for working with schools in which children spend more time, is developing well in order to plan complementary activities that meet children's individual needs.

Children behave well, demonstrating an understanding of the set boundaries and expectations within the setting, responding positively to guidance from the staff. They value their individuality and praise their good behaviour. Consequently, children are happy and are familiar with the daily routines, standing in-line on arrival and waiting for their names to be called by staff before taking their seats. They walk in a line to get their

snacks and put their used dishes in a washing-up bowl. Staff help children in developing self-confidence as they give them small responsibilities such as tidying up toys as well as taking charge of group activities. Children look forward to meeting up with their friends, when they can share the day's news and play together. Feedback from children during the inspection was very positive. Their comments confirmed that they enjoy attending the setting, particularly playing outside, and that the staff are friendly and supportive. All children learn to keep themselves safe through practical daily routines and staff guidance. They are taught to be safety-conscious without being fearful. They are reminded of the setting's rules which highlight safety and take part in regular fire drills.

Children's health and well-being is a priority, as staff emphasise the benefits of outdoor play and indoor physical activities on a daily basis. Free access to a sizeable outdoor play area provides a balanced and broad range of opportunities, which promotes children's manipulation and motor skills. They are engrossed in a game called 'Donkey Derby' and demonstrate coordination and control in large and small movements. Children develop self-care skills, for example putting on their own jackets before going out in the garden, attending to toileting needs and making healthy choices at snack times. Staff support children well so they understand the importance of basic personal hygiene. They all wash their hands before they eat and after using the toilet.

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

Staff have a clear understanding of safeguarding children in relation to child protection issues. They receive regular training on safeguarding and are aware of their responsibility to report any concerns to the Local Safeguarding Children Board. The management team is very familiar with procedures should an allegation be made against a member of staff and the implications this may have for their practice. Relevant policies and procedures are updated in-line with current requirements of safeguarding children. Systematic recruitment and vetting procedures, including the successful induction of new staff, ensure that children are safe. Children's welfare is promoted, as staff provide a safe setting for them to use, which is maintained through regular visual and written risk assessments. The security of the premises throughout is well-maintained. The organisation for collecting children from the nearby schools is thorough, as staff collect younger children directly from their classrooms. Parents' feedback also confirmed that the staff are very vigilant in ensuring children's safety while they are collected from the school.

The proprietors are motivated to enhance practice through collating the views of staff, children and parents in order to identify areas for further improvement. The active involvement of parents is encouraged through a suggestions box and regular questionnaires for them to convey their views and preferences. Staff attend a range of relevant training courses, and their performance is well-monitored by the management. They are supported through an appraisal system and have access to regular training and professional development opportunities. This ensures a broad range of experiences are provided to help children make progress towards the early learning goals. Policies and procedures are under continual review, and all the required documentation is effectively

maintained.

The partnership with parents is well-established and makes a strong contribution to meeting children's needs. The setting's association with the school and other professionals allows them to seek advice and to ensure that children get the support they need. Staff encourage parents to take an active part in their children's learning through daily feedback, questionnaires and sharing children's learning journals on a regular basis. This encourages parents to be enthusiastically involved in extending their children's learning at home through play. Parents speak highly of the service and regard the setting as 'fantastic' and the environment as 'very safe'. They describe the staff as 'very friendly, supportive and approachable'. They appreciate how well staff helped their children to settle-in when they first joined the setting and adapted to their needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY465649
<b>Local authority</b>	Dudley
<b>Inspection number</b>	933888
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	52
<b>Number of children on roll</b>	76
<b>Name of provider</b>	Lutley Acorns After School and Holiday Club Partnership
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07866 264499

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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