

# Acorn at Barton Seagrave

Barton Seagrave Primary School, Belvoir Drive, Barton Seagrave, KETTERING, Northamptonshire, NN15 6QY

## Inspection date

27/03/2014

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

## The quality and standards of the early years provision

### This provision is outstanding

- Staff have excellent relationships with the feeder school. This enables them to share what they know about children and provide continuity for them, ensuring their individual needs are fully met while complementing their learning at school.
- Parents are very complimentary about the club, particularly the ease with which children settle and how they then develop in confidence and self-esteem.
- Children thoroughly enjoy coming to the club because they are consulted about what activities are made available for them and they appreciate the easy access to outdoor play.
- The manager and staff fully understand their roles and responsibilities in relation to keeping children safe and secure. Anything that children may come into contact with, both indoors and outside, is reviewed daily and action is taken to minimise any potential hazard or risk.

## 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 children engage in free choice play and take part in planned activities and discussed these observations with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff and talked with the manager about her self-evaluation and improvement plans.
- The inspector spoke with the members of staff with delegated responsibilities.
- The inspector took account of the views of parents and carers spoken to at the inspection.

## Inspector

Anne Archer

## Full report

### Information about the setting

Acorn at Barton Seagrave re-registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated on the site of Barton Seagrave Primary School near Kettering and is managed by Acorn Childcare 2. The club serves children attending the school. There is a fully enclosed area available for outdoor play. The club employs a manager and six part-time members of childcare staff. Of these, the manager holds a relevant qualification at level 4, the deputy holds an appropriate qualification at level 3, three staff hold qualifications at level 2, including one member of staff who is working towards a qualification at level 3. The club provides out of school care and opens Monday to Friday during school term times. Sessions are from 7.45am to 8.45am and 3pm until 6pm. Children attend for a variety of sessions.

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

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

- enhance the already established opportunities for children to share their thoughts and views about the club with their friends and with staff by making these more fun.

### Inspection judgements

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

Children are very eager to attend the club, are motivated to learn and talk easily and confidently with staff. They have access to an excellent variety of age-appropriate toys and resources, which complement their school activities and encourage them to make outstanding progress in their learning while at the club. Staff understand that children need time to pursue their own learning without interruption. They provide opportunities for children to complete activities to their satisfaction and to return to the activity when they wish. For example, a child spends a whole session building a model car and a member of staff puts it in a safe place ready for the child's next visit to the club. Staff have an excellent knowledge of the prime and specific areas of learning and are mindful that children have been at school all day. In consultation with children, staff plan a range of activities to promote children's learning through play. This ensures that children remain interested, stimulated and have fun. The freedom to choose their own play enables children to follow their own interests or find out more about someone else's. For example, children are fascinated as they watch a child assembling a model car. Staff demonstrate that they know children very well. They regularly monitor and evaluate children's progress and act on the findings, in order to maximise learning opportunities. Photographs, written observations and samples of children's work are kept as evidence of what children within the early years age group achieve at the club. These are shared with parents to ensure

that they are fully aware of their child's progress and development. Staff find out all about children to ensure that they provide a service that really meets their individual needs. They gather some 'all about me' information on the registration forms, which includes details of family, favourite toys and activities and what the child can do. This all helps staff to establish close relationships and identify children's interests. A tracking system is used which is added to planning and helps staff identify any gaps in children's learning and progress.

All children attend school through the day; therefore, the manager is aware that activities need to complement what they do there. A member of the club's staff works with the reception children during the day in school so there is a very good communication with the reception class. Club staff know about children's school day and what topics they are covering. They also discuss each individual child to establish where they are doing well and what skills they may require further help with, such as helping them with numeral recognition or introducing new vocabulary, so that simple targets for progress are set. Staff are very effectively involved in what children do and extend their learning extremely well. For example, children's mathematical skills are aided through fun activities, such as playing card games, predicting how many more chairs are needed round the snack table and playing shops in the imaginary play area.

Children's ideas are valued and included in the planning of activities. Staff and children talk about what they enjoy and what they would like to do and this is fed into the weekly planning. All children help to decide some of the activities they would like to participate in. This shows that planning is very effective in helping children to learn and sustain their interests and that they play an active part in the life of the club. Children confidently and eagerly express what they like about their club during their chats with staff and other children. They particularly enjoy playing games, building models and being able to play outside. Children like the fact they can ask for anything they want and choose which activities to participate in. The staff team are committed to providing children with the best quality care and learning they possibly can. Above all, children are having fun as they participate in a range of exciting activities with their friends after school.

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

Warm and caring relationships between staff and children are extremely evident. Staff have close links to the reception class and this is particularly important to the promotion of consistency of care and enables staff to get to know individual children exceptionally well. All staff help children to settle, feel secure and develop a sense of belonging. As a result, children establish strong emotional attachments. In discussions with parents, it is clear they are very complimentary about the way in which their children grow in confidence and self-esteem at the club. Staff are very good role models of behaviour and attitude and children follow their example. Children are polite and show they have learned to share, take turns, make friends and behave in an acceptable manner. They display a strong sense of responsibility within the setting, for example, relishing opportunities to help staff by helping prepare tea and to clear away. Behaviour within the club is excellent. When

occasionally there is a behaviour issue, staff work with parents and the school to resolve it in a way that best suits the individual child. Children are learning to respect each other's differences. They are encouraged to talk about and recognise their own needs and those of others. They are involved in agreeing the club's rules and they are kind and caring towards their friends. This supports children to feel safe and accepted for who they are within the club. Staff demonstrate that children are valued and respected. They place a high priority on children's safety. Children learn to keep themselves safe as they talk with staff about the changes around the school site as the new building work progresses. They listen to staff when they offer advice, such as to walk rather than run when moving to the outside play area because the surface is slippery due to the wet weather.

Children are developing a very good understanding of why it is important to lead healthy lifestyles. They are provided with nutritious snacks and in addition help themselves to slices of apple and grapes. A choice of drinks are also available throughout the session. Children wash their hands before eating and understand the importance of this procedure. Staff sit and chat to children while they are eating, giving them as much time as they need to eat their food. Outside play is a big part of each session and children are keen to participate in physical and imaginary play. Children divide themselves up into teams for a game of football and when numbers are low, ask a member of staff to stand in goal for them. The club is very well-resourced for both indoor and outdoor play and this fully supports children's learning and development. Both boys and girls are equally encouraged to participate in a wide range of activities to build on their current knowledge and skills. Staff make sure there is time to talk about and reflect upon children's day in school. This also provides a platform to discuss their feelings and any concerns, which staff then follow up on.

Children have access to an excellent range of resources, play opportunities and activities which reflect diversity and acknowledge cultural differences, for example, books, puzzles, games and dressing-up clothes. Indoor space is well-organised to provide a stimulating and welcoming environment for children. Resources are very well-deployed and are easily accessible, which helps to foster children's choice and plays an active role in their learning. Excellent links with the host school ensure that children are provided with effective support for the move between the club and school. Staff share information with the school and parents to ensure that all children's needs are met to help them to make progress and to provide continuity of care.

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

The manager has day-to-day responsibility for the club. She understands her role and responsibilities very well and therefore, the club is effectively led and managed. All staff have a very good knowledge and understanding of safeguarding procedures and how to protect children. The registered provider has put in place effective vetting and recruitment procedures that ensure everyone employed at the club is suitable to work with children. Effective systems are in place to keep children safe. The premises are secure and visitors

are required to sign the visitors' book to further safeguard children. In addition, children are supervised well at all times. The premises are safe and secure and there are extremely secure arrangements for admitting visitors and for handing children over to their parents. Risks to children are effectively identified and minimised through a combination of daily checks and written risk assessments. Clear and precise policies, procedures and documentation are regularly reviewed, underpin practice very well and help to keep children safe, secure and protected from harm.

Staff have a very effective understanding of the learning and development requirements relevant to their provision. They liaise closely with the host school to ensure that they fully support children's continued learning. The club has a clear vision for the future. Staff value and respect the views of both parents and children as part of their self-evaluation process. Parents' complete questionnaires and children are encouraged to express their views too. The current process is quite formal and plans are being made to make the sharing of information about children's thoughts and views of the club more fun. Staff are committed and passionate about providing the best possible care and learning for children who attend the club. They demonstrate a very strong commitment to continuous improvement. Accurate identification of priorities through self-evaluation and implementing these provides continued and systematic improvement to the quality of the club. The manager monitors staff performance through regular supervision meetings and annual appraisals. Staff have opportunities to develop their knowledge and skills through attending training courses and a training matrix is in place to ensure all relevant training is completed, such as, first aid, food hygiene and safeguarding.

The club has established exceptionally strong links with teaching staff at the host school. The manager is fully aware of the importance of working in partnership with others as the need arises, in order to help close the gaps in learning for any children who may need extra support. When planning activities for the club, the manager and staff support the educational programmes children are following in school. Staff act as a bridge between teachers and parents to provide continuity of care as they collect children each day. Staff are available to discuss a child's day with parents when they are collected. In discussion with parents during the inspection, comments indicate that they are very happy with the service their children receive. They notice their children are happy and settled and children also state how much they enjoy coming to the club.

### **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>	EY462330
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	941219
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Acorn Childcare 2
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0

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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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