

# Little Acorns & Penketh Community Primary After School Club

Penketh Community Primary School, Coniston Avenue, Penketh, WARRINGTON, WA5 2QY

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 25/06/2014 |
| Previous inspection date | 29/09/2009 |

| <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**

- Strong partnerships with the school ensure staff support children's learning effectively.
- Staff provide a broad range of well-planned activities, which children enjoy.
- Staff effectively promote children's personal, social and emotional development through well-organised routines and activities.
- Children of all ages play well together, creating a family atmosphere.

### **It is not yet outstanding because**

- There is scope to further enrich the type of information gathered from parents on induction, so that staff are fully aware of what children can already do at the point of entry, so progression can be more accurately monitored from the onset of care.

## 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 club hall and outside play area.
- The inspector observed children with staff, discussed their progress and sampled children's assessment files.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and parental consent forms.
- The inspector had discussions with parents, staff and children.

## Inspector

Paula Kerrigan

## Full report

### Information about the setting

Little Acorns & Penketh Community Primary After School Club is one of two provisions owned and managed by Little Acorns Children's Day Nursery Ltd. It opened in 2007 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club operates from the resource room, junior corridor, computer room and main hall within Penketh Community Primary School, Warrington in Cheshire. The club is open each weekday from 3.15pm to 6pm, term time only. All children share access to the school grounds for outdoor play. There are currently 36 children, aged from four to under eight years, on roll. The club is open to children from Penketh Community Primary School only. The club employs seven members of staff including the manager, who is also the registered person. Of these, five hold appropriate early year qualifications at level 2 and 3 and the remaining staff are unqualified.

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

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

- enrich the type of information gathered from parents on induction to ensure that children's progress is accurately monitored from the onset of care.

### Inspection judgements

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

The out of school club offers an extremely stimulating environment for children and provides a wide variety of learning opportunities that span all areas of learning. Staff are sharply focussed on promoting children's personal, social and emotional development, communication and language, and physical development. Staff work closely with the school to discuss children's progress with teaching staff effectively. Staff request information from parents about their children's routines, care needs and some particulars about what their child can do at home. However, there is scope to further enrich this type of information, so that staff are fully aware of what children can already do, so that progression from the start can be more accurately monitored. Staff implement the key-person system well and keep records of children's progress. They make observations of children during play and link these to the areas of learning. Staff identify children's individual learning needs and plan activities which support them effectively. Staff share information with parents on a regular basis about children's progress and the events of the day.

Children are extremely motivated. They have fun and are eager to join in. Children can access easily accessible toys and games. Children get on well and play alongside one another happily. Staff encourage children to develop their independence and make choices of toys during play. Their high quality teaching methods and interactions with the children

thoroughly support children's critical thinking and active learning. They provide a good balance of free-play and adult-led activities during indoor and outside play. For example, children enjoy the art activities and explore a variety of textures as they use materials, paint and water to create their pictures. They make choices of games, puzzles and building blocks, which they use together, developing their mathematical problem solving skills. Staff also play board games with children and use mathematical language well to support children's learning. Children enjoy drawing, writing and develop their literacy skills as they complete simple word searches.

Staff provide planned sessions in the computer suite on a regular basis, enabling children to learn about technology. Staff encourage older and younger children to work together so that older children can show younger children how the computer programme works. Younger children interpret the world around them as they play imaginatively with dolls houses, cars and road mats. They re-enact real life events as they play in the home corner with the kitchen and imitate cooking with the pretend food sets. Staff talk to children constantly, asking them questions about what they are doing, encouraging them to think about how they can do things and make choices. Children show good speaking and listening skills and follow staff instructions well. Children are busy and make good use of their learning environment. They are learning and developing the key skills necessary to support them well in their future learning.

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

Children are very happy and settled at the out of school provision. They enjoy a broad range of play resources to promote their learning and development, which complement the learning opportunities they receive at school. Staff encourage children to share and take turns during play. They play well together and behaviour is good. Older children demonstrate they care about the younger ones and happily invite them into their play. Children show a strong sense of belonging as they make a point of saying goodbye to their friends and staff when they go home. Adults act as good role models and as a result, provide children with a clear and consistent message about acceptable behaviour. This enables children to manage their own behaviour and children increasingly show extremely high levels of self-control during activities and confidence in social situations. Children respond positively to adults' praise and adults recognise and openly celebrate children's achievements.

The key-person system is well established. This ensures that children feel safe and content in the care of those looking after them and helps them to feel emotionally secure at the end of the school day. Children have warm relationships with staff and with one another. Children are confident to play on their own or in small groups. They behave very well. Children understand their own safety, for example, following instructions when moving to the outdoor environments and in demonstrating their understanding of the routines of their club and staff expectations.

Staff are aware of children's individual dietary needs. Snacks are nutritious, balanced and healthy. Children make their choice from the food offered, such as fruit and toast. They

benefit from a relaxed snack time where they talk with staff about the events of the day. Staff implement good hygiene standards at all times. The club has a strong commitment to hygiene standards and has achieved a food hygiene rating of five stars. They support children well in developing their personal independence. Staff help children adopt healthy lifestyles through regular opportunities to enjoy outside play. Children develop their physical skills and coordination as they play football and hopscotch. Overall, staff show high regard to promoting children's personal, social and emotional skills during play and everyday routines. This helps children to become independent and prepare them for their next stage of learning.

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

Good systems are in place to help safeguard children and promote their welfare. Staff have attended relevant safeguarding training and implement the safeguarding procedures successfully. All staff complete vetting checks regarding their suitability to work with children. They complete induction training and ongoing systems of appraisal. Staff maintain records of the children in their care effectively. Staff show high regard to promoting children's safety. They complete daily safety checks and regular risk assessments relating to the premises, equipment and activities. Good daily routines help children to use the club facilities in a safe manner. Staff ensure toys and equipment are well organised and suitably maintained. This means that children can make choices during play and develop their independent learning skills.

Staff provide a welcoming learning environment with displays of children's art work and information for parents. Strong partnerships with the school enable staff to plan the educational programme so that it complements and helps to extend children's school learning. Parents are provided with a variety of information and staff make time to chat when children are collected. This promotes a good three-way flow of information between the parents, club and school staff teams and effective consistency of care for children. Staff offer a parents pack, which contains written information about the setting and their policies and procedures. Parents spoken to at the inspection state that they are happy with the service and that their children are happy too. They report that there is always lots of different activities available for children which they enjoy. Parents explain that they know all of the staff team and find the information they provide very helpful.

Staff are developing their systems of self-evaluation. They use a variety of methods to evaluate the quality of their service on an ongoing basis. They identify their strengths and areas that they plan to improve over the next term. This means that the cycle of evaluation is successfully embedded in staff practice. Staff work well together, ensuring children are supervised effectively at all times. They make good use of the time that children attend as they are well organised and know their responsibilities. As a result, the session flows seamlessly and children benefit from a calm, relaxed atmosphere.

### **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>     | EY357977                                 |
| <b>Local authority</b>             | Warrington                               |
| <b>Inspection number</b>           | 878401                                   |
| <b>Type of provision</b>           |  |
| <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>  | 36                                       |
| <b>Name of provider</b>            | Little Acorns Children's Day Nursery Ltd |
| <b>Date of previous inspection</b> | 29/09/2009                               |
| <b>Telephone number</b>            | 01925 790 500                            |

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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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