

Acorn Childcare OSC

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

Inspection date	21/07/2014
Previous inspection date	26/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 warm interactions with children in this friendly setting. They sensitively help children to settle easily, form strong bonds with their key persons and develop their confidence and independence.
- Teaching is effective because staff know how to support all children through regular conversations and build on what they know and can do. They encourage children to think through solutions for themselves, so that they are active learners.
- The leadership and management of the setting is good, children are safeguarded well and a culture of continuous improvement is fostered. Management has a good understanding of the strengths and weaknesses of the setting and involve staff, children and parents in the setting's self-evaluation process.
- Safeguarding of children is good because staff know the procedures to follow and a policy is in place, which underpins practice and is reviewed and updated regularly. Safety is maintained because the premises are secure and staff are vigilant regarding access to the setting.

It is not yet outstanding because

- Children are not always well supported to learn about everyday technology, in order to develop an understanding of information and communication technology.
- The outside area is not always used to its full potential to provide children with choices of when they play outside.

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 talked to children and practitioners and held discussions with the manager during the inspection.
- The inspector undertook a joint observation of an adult-led activity with the owner of the setting.
- The inspector looked at children's assessment records and at their learning journals.
- The inspector reviewed the planning documentation, evidence of practitioners' suitability, safeguarding policies and procedures and a range of other supporting documentation.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Ron Goldsmith

Full report

Information about the setting

Acorn Childcare OSC was registered in 2008 and is privately owned and managed. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is located within the British Legion building in Davenham, Cheshire. Children are cared for in the main hall. There is a secure area available for outdoor play. The setting is open five days a week from 8am to 9am and 3.30pm to 6pm, during term time only. Children attend from the local community and surrounding areas. There are currently 62 children on roll. Of these, ten are in the early years age range. The setting employs four members of staff, of these two staff including the manager are qualified to level 3 in early years and one is qualified to level 2.

What the setting needs to do to improve further

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

- provide further opportunities for children to engage with and learn about appropriate information and communication technology, in order to develop and build on their interests and skills

- improve opportunities for children to learn outdoors by enabling them to move more freely between indoors and outside.

Inspection judgements

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

Children are confident and happy in this well-organised out of school setting, which provides a warm, relaxed atmosphere. They interact positively with each other and with adults. Staff know the children very well and ensure that they provide a service that meets their individual needs. They gather frequent information from parents and the school about what children can do and what they are interested in. As a result, children's starting points and capabilities are understood from the beginning. Staff encourage the children to work cooperatively together and as a result, their personal, social and emotional development is well promoted. Observations of children are carried out, recorded and cross-referenced to the areas of learning. Staff know the children very well and ensure planned activities focus on individual children's expressed interests. However, children have fewer opportunities to select and use technology for a particular purpose, to further enhance their understanding of the world. Effective questioning by staff, meaningful conversations and clear support enable children to develop their knowledge when independently playing and investigating. For example, children talk about events and activities they have shared together, or family events.

Children attend school or the pre-school throughout the day and staff are aware that activities need to complement what they do there. Discussion with the reception class teacher provides information about what the children have achieved in school and the setting has devised procedures to exchange information. The setting ensures a good mix of child-initiated and planned activities are provided. Staff create an inclusive and welcoming environment for all children. Planning is used effectively to link to the Early Years Foundation Stage and incorporate the wishes of the children. For example, children have opportunities to contribute comments and suggestions about what they like doing best and what they might like to do in the future. Staff are well aware of how to meet the individual needs of the early years children and plan activities to enhance their learning. Children have highly developed communication and language skills because they join in with cooperative activities, which encourages different age groups to work and talk together. Children are very confident and independent, eagerly choosing the activities, toys and resources that interest them most. They enjoy reading books to staff. They are able to help themselves to a good range of resources, such as art and craft materials, which supports them to pursue their own ideas. They confidently complete a modelling activity using recyclable materials, asking staff for help and support if they need it. They express themselves clearly in language and ideas to describe and implement their plans. Children access paint, scissors, glue and use lots of imagination to create their own models. They share the rhinoceros they have made with staff. These activities and games all help the children to be active, independent learners, as they play together, sharing equipment and resources and waiting their turn. They have fun and they also enjoy simply resting and sitting in their peer groups.

Staff promote, support and extend children's learning well. For example they talk about shape, pattern and numbers and ask children how they will achieve what they want in the activity. In this way staff help children to think and problem solve for themselves. Staff acknowledge children's age-related independence as children take responsibility for serving and clearing away meals. Such routines support their personal, emotional and social development well. The setting has an enclosed play area outside to enhance children's physical development. Although children enjoy time outdoors staff do not always use this area to its full potential to provide children with choices of when they play outside. Engagement with parents is very positive and staff liaise well with them, talking to them about the children's needs and exchanging information regularly. Information boards are also used to help keep parents well informed. The setting have good transitional arrangement with the school and children are emotionally secure. The setting is committed to providing children with good-quality care and learning and children are having fun as they participate in a range of activities with their friends before and after school.

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

Children are warmly welcomed into this setting and develop a secure attachment with their key person and with each other. Children's behaviour is very good and they willingly share and take turns. Staff are skilled at ensuring that younger children enjoy their time at the setting. Staff understand their need for emotional security and take time to support children into the new environment. Transitions are well organised and children are

prepared well for their moves between the setting and school. For example, staff regularly exchange information with the reception class teacher.

Staff are good role models and give lots of praise and encouragement to children to build confidence and promote their self-esteem. Independence is well promoted as staff encourage children to manage their own self-care needs. Children make choices and select resources from around the room. Resources are generally stimulating, safe and meet children's learning and development needs well. Admission information obtained from parents is thorough with regard to each child's individual learning and care needs, ensuring each child's requirements are well met.

Snacks are healthy and nutritious. Staff provide fruit and drinks as part of the daily meal. Children are encouraged to pour out drinks for other children and clear away after themselves, which helps to promote their independence. Meal times are a good opportunity for social interaction, where children choose who to sit next to and talk with. All children spend some time being physically active each day. These activities provide children with firm foundations for developing a healthy lifestyle. Children's welfare is promoted effectively because staff successfully identify and minimise potential risks. Children learn how to keep themselves safe, for example, as staff remind them about using equipment safely. The friendly environment and knowledgeable staff support children's development. This is especially important as children move between the setting and school.

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

Staff have a good understanding of the safeguarding and welfare requirements for the Early Years Foundation Stage. They know how to promptly refer any concerns about a child's well-being. This means that children are safe and secure in the setting. Management undertake comprehensive risk assessments indoors and outdoors and for all outings. They review these regularly to ensure that they meet the current needs of the children attending. This helps to ensure that children are fully included and well-protected from harm. Robust recruitment procedures help ensure that all staff are suitable to work with children. There are effective systems for recording accidents and dietary requirements and staff are clear about these procedures. Policies and procedures, such as the complaints procedure, are thorough and are shared with parents. Staff are effectively deployed to ensure that children are supervised at all times and that children's development is fostered well during their time at the setting. Staff demonstrate a secure understanding of how children learn and develop. They use their professional skills and expertise very well, to plan and monitor a varied programme of activities that cover the seven areas of learning in depth. The individual learning preferences of children are carefully tracked. Staff observe children as they play and use this information effectively to guide and support children's continuous progress. Consequently, children quickly develop their confidence and make good progress towards their next stage of learning. Management conduct a thorough evaluation of practice, taking into account the views of parents obtained from daily discussion, meetings and questionnaires. There is a commitment to recognising the importance of giving children a voice about the running of

the setting. Staff listen carefully to children and encourage them to express their likes and dislikes, during group discussions and everyday conversations. This helps staff to continually review and adapt their practice to meet children's needs. A strong partnership with parents contributes to a coordinated approach to children's care and learning. They exchange relevant information on a daily basis, as well as policies and procedures so that parents know about the care offered.

Educational programmes are planned to ensure that children have opportunities to make good progress towards the early learning goals. Effective observation and assessment ensures that the need for any extra support is identified quickly. All children's individual needs are valued and their positive development is fostered well during their time at the setting. Children are well-prepared for continuing in their learning and development, as the setting supports them in making the move to the next stage in their learning. Children are developing confidence in their interactions with other children and adults in the setting, which prepares them for moving on. The setting effectively shares information with other providers on a regular basis. This enables all people involved with the child to note their interests, needs and development and effectively promotes continuity of care and learning.

The setting is highly committed to continuous professional development and staff attend regular and varied training courses, to enhance and update their knowledge and skills. For example, the manager has recently completed management training and all staff have updated their first aid, safeguarding and food-hygiene awareness. There is a well-established programme of supervision, which ensures training needs are identified, the quality of teaching is monitored and under performance is tracked effectively. As a result, staff feel supported and their professional development is effectively considered. This clearly impacts positively on the care, learning and support for children. Managers have identified a number of priorities for the setting through a reflective approach to self-evaluation. This helps to identify strengths and areas for improvement. For example, they have recognised that they can enhance professional development arrangements through regular team meetings, appraisals and sharing information effectively with the school.

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

Unique reference number	EY381368
Local authority	Cheshire West and Chester
Inspection number	821559
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	62
Name of provider	Acorn Childcare Nursery Ltd
Date of previous inspection	26/02/2009
Telephone number	01606 43466

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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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Piccadilly Gate
Store St
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