

# Acorn ASC & Play Scheme



Ackroyd Community Centre, Ackroyd Road, LONDON SE23 1DL

<b>Inspection date</b>	16 April 2019
Previous inspection date	17 August 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	<b>Previous inspection:</b>	Not met (with enforcement)	
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Not Applicable	

## Summary of key findings for parents

### This provision is inadequate

- The provider does not monitor the service sufficiently well to check that identified weaknesses have been fully addressed. For example, Ofsted has not received up-to-date information about committee members so that suitability checks can be completed.
- The provider does not ensure that the person acting as the designated lead practitioner for safeguarding is suitably trained. They do not check that all staff understand how to respond to safeguarding concerns. The club's safeguarding policy could not be accessed during the inspection visit. This hinders staff from taking appropriate action if concerns about a child's welfare arise.
- There are no key-person arrangements in place to support the needs of children who are new to the club or to build relationships with their parents. This does not support the emotional well-being of all children.
- Staff interactions with children are variable. They do not engage well with children who are new to the club or encourage them to join activities. This deters less-confident children from participating fully in the activities provided.
- The range of indoor activities for children during school holidays is limited. Children have few opportunities to further develop their interests or build on their skills.

### It has the following strengths

- Children demonstrate good social skills and build positive relationships with each other.
- Staff show that they understand how to implement some procedures, such as completing risk assessments and managing outings, effectively. This contributes to children's safety.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide Ofsted with information about committee members so that appropriate suitability checks can be completed	17/05/2019
ensure that the designated lead practitioner for safeguarding completes relevant training to ensure they can fulfil their role and provide support, guidance and advice to staff about safeguarding matters	17/05/2019
provide an easily accessible safeguarding policy and check that staff understand how to respond to concerns about a child's welfare	17/05/2019
make sure that key persons are deployed to meet children's individual needs, support their emotional well-being and build relationships with parents or carers	17/05/2019
provide effective support to staff to improve the quality of their interactions with children, particularly those who are new to the club.	17/05/2019

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

- broaden the range of activities provided for children and better support them to build on their skills and interests.

### Inspection activities

- The inspector reviewed documentation including attendance registers, children's records and documentation relating to staff.
- The inspector observed the activities and the quality of interactions between staff and children, and discussed the impact of these with the deputy manager.
- The inspector sought the views of parents during the inspection.
- The inspector held discussions with staff and children at appropriate times.
- The inspector met with representatives of the committee.

### Inspector

Kareen Jacobs

## Inspection findings

### Effectiveness of leadership and management is inadequate

The provider has failed to monitor and evaluate the quality of provision to improve standards and ensure compliance with regulations. Safeguarding is not effective. The provider does not ensure that staff have the knowledge and skills required to carry out their roles and responsibilities. For example, staff, including those with lead responsibility for safeguarding, have not completed relevant training. They do not understand the procedures for reporting child protection concerns to appropriate agencies and lack knowledge about what to do if an allegation against staff is made. In addition, staff do not have an easily accessible policy to inform their safeguarding practice. This does not help to ensure children's welfare. The provider supports staff to access some training, such as first-aid qualifications. This helps them to respond quickly in a medical emergency. Staff maintain accurate records of children's attendance and implement school collection procedures effectively.

### Quality of teaching, learning and assessment is inadequate

There are limited resources available for children during the school holidays. Staff do not provide effective support to children who are new to the club. They do not interact well with children who are unfamiliar to them, and new children are sometimes left alone to find something to do. Staff do not find out about children's interests and ideas or encourage them to engage in activities. Despite this, during the session, these children begin to participate in the available activities. For example, children further develop their hand muscles and creativity as they build using interlocking bricks. Children who initially find it hard to settle in show their increasing confidence and communication skills as they speak with other children who are more familiar with club routines. Staff encourage children to listen attentively and respond to instructions, for example when they prepare to visit the park. This contributes well to the skills that they need for school.

### Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management significantly compromise children's welfare. Staff do not closely consider information gathered from parents before children start attending. There is not an effective key-person arrangement to support children and parents as they become familiar with the club. Staff do not build strong relationships with children and make sure that their individual needs are met. This does not support children's social and emotional well-being. Staff reinforce expectations, such as how far away children can play when outdoors. They help children understand how to keep themselves safe when away from the premises. Children demonstrate their independence as they put on high-visibility vests. They behave, interact and play together well.

## Setting details

<b>Unique reference number</b>	129003
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10102713
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children</b>	5 - 11
<b>Total number of places</b>	50
<b>Number of children on roll</b>	98
<b>Name of registered person</b>	Acorn ASC & Holiday Playscheme Committee
<b>Registered person unique reference number</b>	RP523950
<b>Date of previous inspection</b>	17 August 2018
<b>Telephone number</b>	020 8291 3181

Acorn ASC & Play Scheme registered in 1995 and is located in Forest Hill, in the London Borough of Lewisham. The club opens for breakfast from 7.30am to 9am and after school from 3.30pm until 6pm, all week during term time. There is also a holiday playscheme, which usually runs from 8.30am until 6pm. The club has close links with Stillness, William of York and Dalmain schools. There are nine members of staff. The manager holds a level 5 qualification and seven staff hold qualifications at level 2 and level 3.

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.

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