

Acorn ASC & Play Scheme

Ackroyd Community Centre, Ackroyd Road, LONDON, SE23 1DL

Inspection date	21/02/2013
Previous inspection date	26/11/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	Met
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

- Children in the early years age range have exciting challenges to exercise their independence and physical skills in this highly inclusive provision.
- Staff provide consistent and thoughtful support to children, helping them to build positive relationships with their peers and with older children. This enables them to feel safe and confident in the holiday club.
- The manager leads her staff team by example, demonstrating, positive, stimulating interactions with children. As a result the children are provided with good play based experiences.

It is not yet outstanding because

- the system for providing professional development does not fully support all staff to be highly effective in implementing the club's policies and procedures
- occasionally, children's key workers are not present due to the flexible nature of out of school and holiday playscheme provision. The current system for recording children's development lacks detail in order to fully support children's individual needs and interests.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 in the holiday club setting.
- The inspector accompanied children on an outing .
- The inspector held discussions with the manager, staff and children.
- The inspector looked at a sample of documents and files.

Inspector

Denise Aitken

Full Report

Information about the setting

Acorn After School Club and Play Scheme registered in 1995. It is run by a management committee and operates from a community building in Honor Oak, London. The group have access to a large hall with adjacent room. There is a kitchen with dining area that is used for meal times. In addition there is an outdoor play area, which is available for children to use. The group serves the local community and, during term time, staff collect children from local schools. Children are able to attend on a full or part time basis. The group is able to accommodate children with special needs and who speak English as an additional language. The group opens for breakfast club from 7.30am and after school

care from 3.30 until 6pm five days a week during school term. There is also a holiday play scheme which usually runs from 8.30am until 6pm. There are seven members of staff on the team of which four hold relevant qualifications. There are currently 10 children on role in the early years age range.

What the setting needs to do to improve further

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

- strengthen the system for staff induction and support, for example by extending the system to promote the professional development of casual staff
- strengthen the system for recording children's interests and development across the areas of learning to ensure that the varying staff members can arrange relevant play experiences.

Inspection judgements

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

Children engage in a range of play activities that complement the other settings they attend. For example, a trip to a neighbouring adventure playground provides exciting, physical challenges. Children chase each other up and down ramps and swing on tyres. All children show that they are confident to 'have a go' because staff encourage them, by participating in the play themselves. Consequently, children show that they are highly competent in their developing physical skills, as they experiment with different ways of moving. Indoors children combine their small muscle and physical skills with their creative interests as they design their own art work for fun. In addition, children have the space and time to play creative and imaginary games as they might do at home with friends.

The manager and her staff team work with the children to plan a good range of activities overall, that supports all areas of learning. Throughout the day children have opportunities to make choices, which enhances their independence skills. Children show high levels of interest and engagement throughout the day. This is encouraged and sustained by a staff team who understand how to follow the interests of children. As a result, younger children are developing effective skills for the future, which supports them at school. For example, they concentrate on what they set out to do and follow their own ideas.

Staff are thoughtful and sensitive in the way they support children to develop their personal and social skills. They plan a blend of experiences in which younger children pair

with older children to learn self help skills such going on public transport. In this way the younger children have opportunities to build relationships and make friends with the older children. Likewise, children learn to take appropriate risks in play as they follow the good example of the older children. As a result, they show that they developing good self confidence and self awareness.

Children demonstrate that they happily play and interact with other children and the staffing team. They show that they are making good progress in the areas of learning, such as personal, social and emotional development, physical development and language and communication. Key persons make mental notes and some recordings of children's general development. However, this system lacks full details to enable all staff, in the absence of the key person, to fully support children's individual needs and interests. Staff report information to parents on a daily basis, which supports a consistent approach to children's well-being, learning and development.

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

Staff sensitively supervise children, in order to accommodate their care needs and transitions to and from school effectively. Many club staff also work at the local primary schools, therefore children are supported by familiar adults. There is a key person for children who plans after school activities and small group sessions. In the holiday club the key person is not always present, however, children know the other staff members well. They are able to articulate their need for support, such as when they want someone to play with, or some encouragement to get started on an activity. The range of equipment on offer and the set up of the rooms used enables children to make choices about what they want to do. For example, have rest away from the group or find a space for imaginary or solitary play. Similarly, staff are sensitive to children's fluctuating energy levels throughout the day and ensure that they have fruit and drink frequently. Children develop good behaviour habits. Combined with the positive behaviour of older children and the consistent messages from staff, children show that they feel safe in the club.

Good staff deployment helps to maintain a safe environment, in which children can freely explore both inside the club and while on outings. The manager carries out regular health and safety checks throughout the day. Should an accident occur staff are suitably trained in paediatric first aid to respond appropriately. Detailed risk assessments for outings and the picking up and dropping off of children at school are in place. Staff show a good level of competence in carrying out safety plans. For instance, children undertake an outing with staff, where they use public transport. The journey is well planned by staff, children walk safely along side roads and show a good level of road safety awareness. They wait at the bus stop and board the bus ensuring that they keep with their partner and listen to the staff for guidance. Staff promote good hygiene practises and children have a good understanding of their health needs. With focussed adult support, children ensure that they are wearing the appropriate clothing for the outside. Staff support children in managing their pack lunch, for example, always eating the savouries first and ensuring that they drink enough.

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

The manager understands her roles and responsibilities in keeping children safe and has good policies in place to govern safeguarding, behaviour and health and safety. Staff undergo enhanced criminal record checks and the health and safety practice is robust and effective for the activities that take place in the club. Since the last inspection, the manager has made improvements in health and safety practices. Children's safety is also maintained through high staff to child ratios and the well managed deployment of staff. Another improvement, such as the number of suitably qualified staff employed has increased and there is no more reliability on volunteers to run the club. There is also a system in place to supervise and support the professional development of staff. However, staff employed on a casual basis do not always have a full induction or support to enhance their professional development. Permanent staff members provide constant supervision for the casual staff to ensure that children have appropriate care.

The manager demonstrates that she understands the needs of the range of children attending the club. Equality and diversity is integral to the provision, in which difference is planned for and cultural identity is celebrated. Partnerships are strong with local schools and parents and carers. Information about the club is comprehensive and user friendly. There is a range of communication systems open to parents and many choose the website and emails. The manager also makes herself available to parents on weekly basis. Partnerships with local schools take the form of regular meetings with head teachers and through established lines of communication. In this way, children and families are supported well should there be a concern about their child's well being either at school or at the club.

The managers take the initial lead in undertaking self evaluation and improvement planning. In previous years this has taken many different forms. For instance, parents have been invited to share their views and children are consulted about the range of equipment and activities on offer. There have been some recent changes to the management committee and they are now reviewing policies and procedures. Progress since the last inspection has been effective in providing a good quality provision. The manager and her staff show a positive commitment to continuous improvement.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	129003
Local authority	Lewisham
Inspection number	812381

Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	76
Name of provider	Acorn ASC & Holiday Playscheme
Date of previous inspection	26/11/2008
Telephone number	020 8291 3181

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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 that are usually their 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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