

Cobbs Brow Acorns and Little Acorns

Inspection report for early years provision

Unique reference number EY338489
Inspection date 20/10/2010
Inspector Sylvia Cornock

Setting address Cobbs Brow CP School, Manfield, Skelmersdale, Lancashire,
WN8 6SU

Telephone number 01695 720632

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Cobbs Brow Acorns and Little Acorns opened in 2007 and is run by a management committee. It offers nursery and out of school care from the school hall, infant 2 classroom, infant library and multi-purpose room of Cobbs Brow County Primary School in Skelmersdale, Lancashire. All children share access to a secure outside play area. The nursery operates, Monday to Friday from 8.50am to 11.50am and 12.20pm to 3.20pm; and the out of school from 7.50am to 8.55am and 3pm to 6pm term time only.

A maximum of 32 children aged under eight years may attend the setting at any one time, with no more than 20 in the early years age group. The setting currently takes children from three years of age and also offers care to children aged eight years to 11 years. There are currently 76 children on roll. Of these, 47 are within the Early Years Foundation Stage and 24 on the Childcare Register. The setting is in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs five members of staff. Of whom all hold National Vocational Qualifications to level 3 in early years. Both managers are currently undertaking the Early Years Professional Status. The setting receives support from a local authority early years consultant and are members of the Pre-School Learning Alliance and the '4 children' Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare needs are rigorously safeguarded through sound policies and procedures. The staff are very professional and endeavour to maintain the highest possible standards of care and education. Children make excellent progress within the Early Years Foundation Stage and are valued as unique individuals. Inclusive practice is a key strength within the setting. Children's progress is imaginatively shared through excellent partnerships with parents and carers and other early years professionals. The completion of the well developed self-evaluation system effectively highlights areas for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the relationships between adults to support children's learning more effectively.

The effectiveness of leadership and management of the early years provision

The strong management team ensure the safety and welfare of children is given high priority throughout the setting. Staff have an excellent knowledge and understanding for safeguarding through robust policies and procedures. Effective recruitment, employment and induction procedures are in place to protect children. Required policies and procedures are available and reviewed on a regular basis to ensure they meet the requirements. The management team are actively involved within the nursery and the out of school club and are eager to achieve the highest service standards for the local community. All staff are well qualified and experienced, and annual appraisal systems are in place to support staff and identify future training needs. Staff show a commitment towards their involvement in the self-evaluation documents in order to bring about improvements. Of which, many have been implemented enabling children to continue their development, progress and learning. Regular staff meetings are held to further enhance staff development, and their roles and responsibilities have been clearly established. Consequently, they work effectively as a team because they feel valued, supported and involved with the setting.

Staff have a thorough working knowledge of the Early Years Foundation Stage. The organisation and management is superb with a focus always on helping children to make outstanding progress and promoting their welfare. For example, staff use daily risk assessments and safety checklists, to ensure that the environment is always safe, clean and fit for use. Robust risk assessments for all outings are undertaken and completed to ensure children's safety. Each child has their own key person who works closely with parents and carers. The special needs coordinator works closely with other professionals and parents. Staff keep daily records of children's progress and make detailed activity plans, to ensure the six areas of learning are providing a stimulating and dynamic environment. As a result, children's interests are captivated, and they are quickly learning how to be healthy, safe, positive, considerate people with a desire to participate and achieve.

Partnership with parents and carers is superb as staff discuss every aspect of their child's learning and development with them. They share information through daily discussions and the completion of the child's daily record book, this enables a two way approach of staff and parents being involved in the child's learning. Parents comment on how valuable they find this and their appreciation of the staffs' commitment to their child's welfare and education. Displayed information, children's artwork and informative learning journeys clearly display to parents the high quality care and education that is offered. The setting supports families and children with special educational needs and/or disabilities exceptionally well. Parents and carers are given their own copies of the policies and procedures. However, staff recognise that on occasions communication between the two services offered lacks consistency. The provider liaises exceptionally well with the reception class teacher, other settings and carers to ensure the progression and continuity of learning supports the transition of children.

The quality and standards of the early years provision and outcomes for children

The learning environment provided by the staff and their personal skills is inspirational. Resources are varied, stimulating and easy to access. The routines for indoor and outdoor play are consistently used and applied. As a result, all children feel secure, confident and at home, and make significant gains in their learning and development. Their levels of achievement are excellent in relation to their starting points and capabilities. The staff organise the space and resources within the indoor and outdoor areas with great skill offering a wide choice of experiences and interests. This ensures that children receive an extremely rich and stimulating play experience, with a well balanced mix of adult-led and child-initiated play.

Staff focus on children's personal, social and emotional development, with an emphasis on self-esteem. They teach children to participate and adopt safe and hygienic routines. Children take pride in themselves and have consideration for all others. Such as, showing concern when children forget to put on their coats when playing out in the autumn cold air. Staff make great use of praise and confidence building to successfully teach children to behave well, respond enthusiastically and play cooperatively. They provide excellent resources to enhance children's development of communication, language and literacy skills. They provide time for reading as children can freely access books from the wide selection provided. Children eagerly participate in song and rhyme time, confidently adding the corresponding actions to the words. Children are invited to join in school activities, such as, sustainability week, where they enjoy designing and making objects using recycling materials. They embrace visits from people within the community, for example, police, road safety and a nurse. They have fun using the gardening tools, digging in the soil, transferring it into the wheelbarrow and explaining how things grow.

Staff extend children's creative and physical skills, their problem solving skills and their understanding of the world, as they engage in a variety of activities which are suitable for their age and stage of development. Staff take every opportunity to develop children's mathematical skills, through counting in many everyday situations. Most of the older children are competent in recognising numbers and letters. They view their names and observe labels and print, pointing out the letters that represent words. All children enjoy and have great fun in the superb outdoors where they can choose activities to develop their creative and physical skills. Some of these activities are also available indoors, giving them the choice of indoor or outdoor play; such as, water play, sand, painting, and planting flowers. Children are involved fully in all aspects of an activity from start to finish and the staff take every opportunity to explain why something happens or how it works.

Children's welfare is promoted by the staff to a consistently high level. For example, children are taught how to be safe through themes, discussions and taking part in evacuations of the building. The setting focuses upon emotional and physical health, and cultural diversity, as they embrace and welcome everyone into a wholly inclusive environment. Children celebrate different festivals and have an

understanding of helping others as they bake biscuits for fund raising to support children in need. The setting promotes healthy eating as they provide children with an understanding of what is good for us, through healthy snacks. They know how to act safely outdoors, and to make healthy eating choices and adopt good personal hygiene. Staff blend daily routines and activities expertly together so that children acquire competency, confidence and independence in all areas. As a result, children exhibit excellent skills.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met