

Inspection of Acorns

Loughton Methodist Church, 260 High Road, Loughton IG10 1RB

Inspection date:

16 January 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children feel at home in the setting, where staff have built warm relationships with them. Children make the transition from school well and immediately show independence by placing their belongings away. Staff ask children to make choices about what they want to do. This helps children to make decisions and share ideas.

Children play physical ball games in groups, cheering their peers and working as a team. Staff promote language and communication at every opportunity within the setting. Children have excellent communication skills, joining in conversations with peers and staff. They say, 'We can have as much food as we want,' clearly appreciating the self-serve tea. They describe, in detail, the self-portraits they choose to draw. They master their art skills, carefully considering colours and design. Additionally, they excitedly discuss where they will hang them when they get home.

Staff have high expectations of the children and act as excellent role models. As a result, children show respect for others and have incredible social skills. They engage in meaningful conversations at mealtimes with their friends, sharing ideas and discussing their day at school. Children encourage each other by saying, 'Well done' as they acknowledge each other's achievements.

What does the early years setting do well and what does it need to do better?

- Staff have a good understanding of what children enjoy doing. As a result, children arrive and excitedly run to their favourite activities. Children use their large motor skills and enjoy competing with peers while playing games. They negotiate space and enjoy the challenge of team games they create, such as 'poison ball'. This helps children to understand the thrill of challenge.
- Staff direct and ignite children's natural curiosity in crafting and construction activities. Children become artists as they create paintings in their own image. They skilfully use materials to make constructions, such as racing car tracks. They use words such as 'booster' and 'winning,' as they race their cars. They request help from staff, when needed, and understand when they need support.
- Children listen to staff and follow instructions. They understand boundaries and rules and show respect for others. Older children play alongside and with younger children, including them in their play. Children celebrate various festivals and celebrations throughout the year, including Chinese New Year. They learn to appreciate differences and about the lives of other people.
- Routines support children in structuring their time in the setting. Children learn how to manage their time and choose what they want to do. Mealtimes are a social occasion as children self-serve and learn the importance of making healthy

food choices. Children manage their personal hygiene well and are very independent in the setting.

- Staff have excellent partnerships with the local school, which means important information about the children is shared. This is particularly vital for children with special educational needs and/or disabilities. Topics children learn at school are planned in the club so that children's learning can be supported in the setting.
- Parents say they have full confidence their children are happy in the setting. Setting-in sessions are highly effective in supporting children to make friends and get to know staff. Parents feel pastoral care and the relationships between children of all ages are excellent. Important information is relayed from school, for example, about any accidents children have had. Also, they appreciate how staff support children's ongoing learning and development.
- The leadership of the club is highly effective. Staff attend training to strengthen their skills and knowledge. They understand how to manage children's allergies by implementing effective procedures. Additionally, staff use effective risk assessment and safety measures in the setting to keep children safe. Children are always within sight, especially on transition from school to the club.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2698966
Local authority	Essex
Inspection number	10367880
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	30
Number of children on roll	82
Name of registered person	Chitticks, Samantha
Registered person unique reference number	2698965
Telephone number	07967462941
Date of previous inspection	Not applicable

Information about this early years setting

Acorns registered in 2022. The setting employs nine members of staff. The setting is open Monday to Friday, during term time only. Sessions run from 7.30am until 8.45am and from 3.15pm until 6.15pm.

Information about this inspection

Inspector

Linda Cranny

Inspection activities

- The owner held a discussion with the inspector about how she organises her provision.
- The inspector spent time observing children playing inside and outside in the setting.
- The inspector talked to staff and children.
- Parents shared their views on the setting with the inspector.
- The inspector viewed documentation, including evidence of the suitability of staff.

We carried out this inspection 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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