

# ACES ASC - Springvale Primary School

Inspection report for early years provision

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**Unique reference number** EY373721  
**Inspection date** 20/11/2008  
**Inspector** Patricia Dawes

**Setting address** Kenilworth Crescent, Parkfields, WOLVERHAMPTON, WV4  
6SD

**Telephone number** 01902 556589

**Email**

**Type of setting** Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## Description of the setting

ACES ASC - Springvale Primary School opened in 2008 and is one of a privately owned chain of settings based in Wolverhampton. It operates from the main school hall and the computer suite within a local primary school and is easily accessible to all. The out of school serves the local area and has strong links with the school. A fully enclosed playground is used for outdoor activities.

The club is registered to care for a maximum of 26 children from three to under eight years at any one time. The club opens daily from 15.00 to 17.45 during term time. There are currently 21 children on role, of whom three are within the Early Years Foundation Stage. Children up to the age of 12 years also attend. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting has procedures in place to support children with learning difficulties and/or disabilities.

There are three full-time members of staff who work with the children. Of these, two have early year's qualifications to NVQ Level 2 or 3 and one member of staff is working towards an early years qualification.

## Overall effectiveness of the early years provision

The out of school club promotes most aspects of children's welfare with success. Staff create a safe and welcoming environment, and are skilled at ensuring that all children are included. Children benefit from the broad range of activities; however, resources which positively reflect diversity are limited. Effective planning systems support the staff in fully developing unprompted play opportunities; as a result children enjoy their time at the club. An efficient working partnership with parents ensures they are kept informed of their child's care, learning and enjoyment. The club has yet to fully develop a system for monitoring the quality of provision and identifying areas for improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- increase children's access to resources and equipment that positively promote diversity
- develop further the quality and improvement processes to monitor and evaluate the strengths and weaknesses of the provision.

## The leadership and management of the early years provision

Recruitment, vetting and induction processes are rigorous and robust to fully ensure children are well protected. Effective systems to promote safety within the setting are in place such as a qualified first aide on the premises at all times. Risk

assessments of the premises have been completed and are reviewed regularly. Staff have a clear knowledge of safeguarding children or of their role and responsibilities in reporting concerns. All required documentation is kept on the premises and details the required information regarding children's individual needs. The setting follows all required policies and procedures. As a result children's welfare is fully protected. The environment is well organised and children are able to access most resources freely. The staff attend regular training and this enables them to implement new ideas into their practice. The setting has yet to formally evaluate the provision and assess the settings strengths and specific areas for improvement to improve outcomes for children. Children's individual needs are well met as the setting has regular exchanges of information with parents regarding their routines. They also discuss children's progress and achievements and parents receive verbal feedback and examples of their work. Parents are, therefore, encouraged to support their child's development at home. There are good links in place with the school to ensure that the children's needs are met.

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

Children are provided with good opportunities to help them make appropriate progress across all areas of learning and development. Staff use the cards from the Early Years Foundation Stage framework pack to plan and provide activities. They are keen to follow children's interests and ideas such as, making poppies for Remembrance Day or planning a pyjama party for Children in Need. Children co-operate well with each other, sharing resources as they play games of football or dodge ball or help each other to make tents from the school apparatus. They freely access a variety of writing materials and resources, which enables them to practice their mark-making skills. Games and activities are used suitably to promote early mathematical skills. For example, talking about shape and size when cutting paper. Their technology skills are generally promoted, as they experience some opportunities to use battery operated resources. The club encourages children's understanding of their local community and the wider world. They follow themes of people who help us look at other cultures and taste different foods from around the world. Children demonstrate confidence as they freely access resources and request activities. Children who choose to play alone are equally well supported by the staff who asks to sit with them and talk to them about what they are doing.

The staff have a sound understanding of creating a safe and welcoming environment in which risk is minimised and children learn to take care of themselves, such as practising regular fire evacuations and talking about road safety and stranger danger. The children understand the boundaries for safety, for example, they clear activities away when they have finished which maintains a safe environment and demonstrates an awareness of care for resources and equipment. Children are beginning to understand about healthy eating as they talk about which foods are good for them at tea time and follow themes to reinforce a healthy lifestyle. Children are able to enjoy regular outdoor play in the enclosed play area and during poor weather are able to use the large hall for more physical play. Appropriate risk assessments are carried out and the staff have a clear understanding of child protection and the procedures to follow in accordance with the Local Safeguarding Children Board guidelines.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

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](http://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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since registration, there have been no complaints have been made to Ofsted that required the provider or Ofsted to take any action in order to meet the requirements of the Early Years Foundation Stage.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.