

# A.C.E.S. After School Initiative Trinity Primary

Inspection report for early years provision

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<b>Inspector</b>	Edgar Hastings
<b>Setting address</b>	Longford Road, New Park Village, Wolverhampton, West Midlands, WV10 0UH
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## 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.

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## Description of the setting

A.C.E.S After School Initiative Trinity Primary was registered in 1999. The setting operates from the school hall and is situated in Park Village, Wolverhampton. It currently admits children from the host school only. Children have access to a secure enclosed outdoor play area.

The setting is open each weekday from 7.30am to 8.50am and from 3.20pm to 6pm during term times. Children attend for a variety of sessions. A maximum of 32 children aged between three and under eight years may attend the setting at any one time. There are currently 35 children on roll, of whom 12 are in the early years age range. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

The setting employs five members of staff, including the manager. Of these, the manager holds a degree in Early Childhood Studies, one member of staff holds a National Vocational Qualification (NVQ) at level 3, and four hold NVQs at level 2. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, children's needs are met satisfactorily, although the setting is successful in ensuring children make good progress in their personal and social development. Safeguarding procedures are good and children say they feel safe and are well cared for by the friendly staff with whom they have developed strong relationships. Children from different ethnic backgrounds are well integrated and are able to share elements of their own cultural backgrounds with the other children. The needs of those children with special educational needs and/or disabilities are met well to ensure they are able to participate fully in all activities. Parents are very supportive and speak highly of the level of provision and care made for their children. Systems for self-evaluation are evolving. Some improvements have been made since the last inspection by the leaders, and the capacity to maintain continuous improvement is satisfactory.

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

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

- improve outdoor play sessions so that free movement is encouraged and children are provided with a range of activities across all areas of learning
- refine the balance of adult-led and freely chosen or child-initiated activities to extend children's enjoyment and achievement
- improve the process of self-evaluation in order to identify the setting's

strengths and areas for development that will improve the quality of provision for all children.

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

Arrangements for safeguarding children are good, and these ensure the safety and well-being of the children. All staff are suitably vetted and appropriate for their roles. The setting's safeguarding policy is clear and understood by all staff. This contains robust procedures to follow should a complaint be made against a member of staff. Daily and annual risk assessments are carried out and fire evacuation procedures are practised regularly and efficiently. All staff have completed child protection training and are trained in the safe handling of food. Staff are deployed well so children receive good standards of supervision. All staff ensure the environment is safe and supportive for children, and show a good awareness of how to encourage children to play safely.

The current supervisor was appointed during the last year and has shown a desire to develop the quality of the provision by identifying areas for improvement. Staff have begun to use the process of self-evaluation and recognise the need to make improvements to outdoor play, in particular, by ensuring that a greater range of activities is provided across all areas of learning. However, self-evaluation is still in its early stages and does not yet take into account the opinions of all children and staff, which limit its potential. There is an ongoing process to identify staff training needs and staff's skills are carefully monitored. Some levels of improvement have been secured since the last inspection. Staff now make regular observations of what children like and can do and use this information in planning activities and when compiling children's learning records.

Partnerships with the school are satisfactory and enable the setting to exchange and share information in order to meet children's specific needs. There are strong links with parents, with whom the staff have regular face to face contact. Parents' views are regularly sought through the use of questionnaires and in daily discussions, and the setting takes their ideas and suggestions into account when planning activities. Parents expressed unanimously positive views about the setting. They stated that the setting provides enjoyable experiences for their children, who are kept safe and well cared for by the staff. Parents are kept well informed about their children's activities and feel that staff are very approachable.

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

Children enjoy their experiences at the setting because of the good relationships that have been established with their peers and the adults who care and provide for them. The sessions start after children have been collected and escorted from their classes within the school, and this ensures they feel very secure. Children respond positively at circle time, which is held at the start of sessions to allow them to reflect on the quality of their day. The children show good manners and

applaud those who have received the gold award for behaviour and effort. A range of games and floor toys are provided to encourage children to play and enjoy the time in a relaxed environment after the school day. However, there is a lack of provision for children to initiate their own play because freely chosen activities are not planned for or resourced. The setting allows children to play with their friends, to meet new people and to learn how to share popular toys. Adults join in with some groups and engage children in conversation to extend their learning. Overall, these opportunities contribute well to children's personal and social development, and their enjoyment of group activities.

Children access an adequate range of resources, which enable them to engage in play based learning, and encourage the development of their personal and social skills. However, resources to promote outdoor play across all areas of learning are more limited. Children enjoy playing football and other ball games but these are not well resourced and provide only limited opportunities. The children access larger resources outdoors as they have the use of the school's fixed play facilities, such as the tyre track, which encourage them to practise their balancing and climbing skills. This equipment is used regularly by the children to promote their physical development and provide challenge. Equality and diversity are promoted successfully by the staff. They plan a range of topics on major festivals, such as Chinese New Year, Diwali, Christmas and Easter and are skilled at engaging children in positive discussion about people's differences and similarities. Circle time is used effectively to encourage children to share experiences about their own cultures. The children are well integrated and valued by staff and children, and they work and play harmoniously. Children with special educational needs and/or disabilities are also well integrated and provided with appropriate activities to support their development. Children enjoy making flowers for Mother's Day and use a range of media, including different coloured tissue paper, chalks, scissors and glue. Fine motor skills are developing as children cut and fashion their work with confidence and imagination.

Children learn about healthy lifestyles through the provision of healthy snacks and because staff encourage them to be active in the outdoor play area. Children's welfare is well catered for through a safe and hygienic environment, which encourages strong feelings of safety among them. There is a strong emphasis on children's personal safety and they receive regular reminders about how to play sensibly to protect themselves and others. Behaviour is good as a consequence and this contributes to a friendly and warm atmosphere.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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## **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