

ACES BC ASC Club - St Thomas School

Inspection report for early years provision

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EY422148

Inspection date

20/07/2011

Inspector

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Type of setting

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

ACES BC ASC Club at St. Thomas School has been registered since 2011 and is one of a chain of privately operated settings in and around Wolverhampton. The club uses various rooms and facilities within St Thomas C of E Primary School in Wednesfield, Wolverhampton and caters for children attending the school. All children share access to a secure enclosed outdoor play area. The out of school club operates each week day during term time only from 7.30am to 8.45am and 3.25pm to 6pm.

The out of school club is registered to care for a maximum of 24 children under eight years, all of whom may be in the early years age range at any one time. There are currently three children on roll in the early years age group. Older children also attend and the provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children develop friendly relationships in the group with the members of staff as they chat about their day. However, the organisation of the club is ineffective in fully promoting outcomes for children. Activities are not effective in engaging all of the children and there is little challenge to keep children interested. Consequently, children make limited progress in their development. The setting's capacity to improve is limited as systems for evaluating the quality of the provision are not in place. The strengths and weaknesses are not identified accurately and therefore any action to improve is not prioritised effectively. This results in some legal requirements not being met.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- safeguard and promote the welfare of children by ensuring that all members of staff know and understand the safeguarding policies and procedures and can act swiftly and confidently in the event of a child protection concern (Safeguarding and promoting children's welfare; also applies to both parts of the Childcare Register) 01/09/2011

- promote children's health by ensuring that a record of accidents is maintained (Safeguarding and promoting children's welfare; also applies to both parts of the Childcare Register) 01/09/2011
- plan and organise the provision to ensure that every child receives an enjoyable and challenging experience tailored to meet their individual needs and which is built on children's interests and abilities (Organisation) 01/09/2011
- develop an effective system of addressing children's individual needs through encouraging a culture of reflective practice and involving parents, children and practitioners in evaluating the impact of the provision (Organisation). 01/09/2011

To improve the early years provision the registered person should:

- improve the arrangements at snack time to promote children's health with regard to hygiene and having plates upon which to place food items
- encourage the development of a sense of mutual respect between children as they learn to value and respect the views and opinions of others.

The effectiveness of leadership and management of the early years provision

Staff have an adequate knowledge of the signs and symptoms of abuse with regard to child protection and safeguarding. The setting has policies and procedures in place but staff are not sufficiently confident in demonstrating the action to be taken should they have any safeguarding concerns. This compromises children's safety and welfare with regard to how swiftly and effectively such concerns would be managed in the best interests of the child. The providers do, however, ensure that staff undergo the required vetting procedures to ascertain suitability. Risk assessments are undertaken on the site indoors and outside and are supported by daily checks for security and safety. Whilst staff explain that there have been no accidents on site, there is no format of a record on which to enter any such incidents in line with Early Years Foundation Stage guidance. This compromises children's health and well-being and is a breach of legal requirements.

The weaknesses in the provision are a result of the management having not yet engaged in a system of evaluating the quality of the practice. This hinders the prioritisation of areas for further development. Staff are not fully aware of the process of self-evaluation and therefore their views and those of parents, carers or the children have not been sought to bring about effective improvement. The limited understanding of the Early Years Foundation Stage requirements contributes to some of the routines and procedures not being fully implemented. For example, whilst some elements of hygiene are addressed for snack time, staff do not always ensure that tables have been cleaned. Children are not always provided with the necessary requisites such as a plate upon which to place food items such as bread for their soup. Such lapses have the potential to jeopardise

children's health.

Partnerships with parents are satisfactory in gaining basic information about children's individual needs and the required parental consents are in place. The club has an established relationship with the school and children use the environment confidently, familiar with the layout and facilities. They can access some resources such as sports equipment easily and make choices about the outdoor activities. The lack of effective planning results in some children losing interest and becoming bored with what is on offer. Staff are not always reactive to encouraging children to consider the needs of others, particularly when their general banter and comments are, at times, dismissive of others abilities. This impacts on children's self-esteem, particularly when younger children hear such comments from the older children. This also hinders the development of wholly inclusive practice.

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

Children are generally occupied whilst in the setting. Boys, in particular enjoy the physical activity, organising the football teams and engaging the staff in their play. For short periods, children relish the outdoor activity and test their skills on scooters and two-wheeled bicycles, speeding round the playground. However, the lack of planning results in children becoming disinterested after time and there is little opportunity for them to engage more meaningfully in self-chosen activity. Children express their dissatisfaction and boredom and at times detach themselves from the group as activities become mundane and uninspired. At snack time, children sit together round the table waiting eagerly for their soup. Animated conversations abound and staff do join in. However, when the meal is delayed, there are no activities planned for them to engage in and they become fidgety round the table. Some children withdraw from the conversation as they start to get tired after the school day. Staff do not have a clear enough understanding of the children's needs to be able to engage them in the planning of more exciting and interesting activities.

Through discussion, staff recall how children in the early years have made progress since the setting opened. Staff are able to relate how children's confidence has increased and children who were quiet and withdrawn in the early days have now started to be more chatty and forge friendships with some of the older children. In general, children's behaviour is satisfactory and they show respect for the adults. They are developing an awareness of their own safety and know what areas of the site they can access.

Children's health and well-being is not consistently promoted. Children understand about general hygiene and wash hands and attend to their personal care needs appropriately. However, they are not fully supported in developing an understanding of good hygiene practice at mealtimes.

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? | 4 |
| The capacity of the provision to maintain continuous improvement | 4 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 4 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 4 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 4 |
| The effectiveness of safeguarding | 4 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 4 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 4 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

| | |
|--|---|
| Outcomes for children in the Early Years Foundation Stage | 4 |
| The extent to which children achieve and enjoy their learning | 4 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 4 |
| 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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for safeguarding children, Records to be kept). 01/09/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for safeguarding children, Records to be kept). 01/09/2011