

ACES After School Club - Manor Primary

Inspection report for early years provision

Unique reference number	224871
Inspection date	28/02/2012
Inspector	Jasvinder Kaur

Setting address	Ettingshall Road, Bilston, West Midlands, WV14 9UQ
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Type of setting	Childcare - Non-Domestic

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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).

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

ACES After School Club - Manor Primary has been registered since 2000. It operates from two classrooms and school halls within the Manor Primary School in Ettingshall, Wolverhampton. The setting serves the local community and surrounding areas. Children attend a variety of sessions. All children share access to outdoor play areas.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children under eight years may attend at any one time, 16 of whom may be in the early years age range. There are currently 76 children on roll. The setting also offers care to children aged over eight years to 11 years. It is open each weekday from 8.45am to 11.15am and 11.25am to 3.15pm for wraparound care, and from 3.15pm to 6pm for after school care during term time only.

The setting employs seven members of staff, six of whom hold an appropriate early years qualification to level 2 or 3. The manager holds an early years degree in Early Years Childhood Studies. One member of staff is working towards a National Vocational Qualification at Level 2 and one is working towards the qualification at Level 3. It receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are generally engaged in play which interests and stimulates them, and they enjoy their time in an inclusive environment. Staff mostly establish positive relationships with parents and carers to promote the children's care and education. Children benefit from the setting's effective partnership with staff at the school. Staff work well as a team and have a consistent approach to practice in the setting, although the systems for evaluating the quality of the provision are not totally effective. Consequently, not all specific requirements are met.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a record of risk assessment, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). (also applies to both parts of the Childcare Register)
- 06/03/2012

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

- improve observation and assessment records to ascertain children's achievements and next steps clearly and to plan activities for their developmental progress
- ensure that all staff are able to implement the safeguarding children policy and procedures appropriately
- improve access to the resources all through the day
- improve further the systems for evaluating all aspects of the provision by means of continuous review.

The effectiveness of leadership and management of the early years provision

The manager and most of the staff members demonstrate a sound understanding of their responsibility to report any concerns to the Local Safeguarding Children Board. However, one member of staff is insecure in their knowledge of implementing the safeguarding children policy and procedures appropriately. Nevertheless, thorough recruitment procedures are in place for ensuring that children are cared for by staff who are suitable and have appropriate levels of qualification and experience. Through daily safety checks, the staff take practical steps to eliminate hazards, both indoors and outdoors. However, they do not maintain a record of the risk assessment to meet the legal welfare requirements. Children are protected from the spread of infection because there is a procedure in place to exclude any children with infectious illnesses.

The setting has commenced a process of self-evaluation, collating the views of staff, children and parents. However, the systems for evaluating all aspects of the provision are not consistently implemented. Therefore, some areas for improvement have not been fully identified. Since the last inspection all recommendations have been addressed. Regular appraisals are carried out to ensure staff's training needs are mostly identified and addressed to enhance the quality of care and learning. Records concerning children and policies and procedures, including the complaints procedure, have been updated in line with the current Statutory Framework and are readily available for inspection.

Parents and carers are kept informed about their children's achievements and development through documentation, regular verbal feedback and regular meetings. The partnership with other providers delivering the Early Years Foundation Stage has been successfully developed to promote children's well-being and continuity of learning. Staff create a bright and generally stimulating environment and offer an inclusive and welcoming service for all children and their parents. A wealth of displays of visual aids and children's own artwork supports their learning and self-esteem. However, although at most times a suitable organisation of resources provides free choice to encourage children's independence in initiating their own play, younger children have no access to toys while playing outdoors or between the wraparound session and the out of school session. Children are encouraged to understand and respect the values and differences of others. Tasting oriental foods and celebrating festivals of different religions and cultures all through the year, as well as a selection of resources and

displays depicting positive images of diversity, help children to understand and respect the values of others.

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

Children are provided with satisfactory opportunities to help them make adequate progress across the six areas of learning and development. An appropriate key person system ensures children soon become familiar with the provision and feel confident. In general, staff plan purposeful play, both indoors and outdoors. However, records of observation and assessment have not been fully developed to identify clearly children's next steps in learning in order to plan activities to meet their individual needs. This means children are not always sufficiently challenged to make maximum progress across all areas of learning.

Adequate opportunities are provided for children to make marks, write, recognise their own names and use their phonic knowledge to link sounds to letters. They use speech to explore real and imagined experiences as staff engage them as partners in conversation and in group games. Children learn to be active through the provision of plenty of opportunities for coordination, control, manipulation and movement. Daily access to the three different outdoor play areas enables children to feel the positive benefits of being healthy and active. All children show an understanding of personal hygiene and wash their hands before they eat and after using the toilet. Healthy eating is enhanced through providing nutritious snacks, encouraging the contribution of parents, and play opportunities.

Topic-based activities, such as 'under the sea', teach children about the natural world and differences in species. Computers and a selection of programmable toys give them opportunities to acquire basic skills in technology. Children express their imaginations through music, role play and access to art and craft materials. They make collages associated with their favourite nursery rhymes and themed projects. Children develop a sense of belonging and behave in ways that are safe for themselves and others through regular input from staff, drawing attention to any possible dangers in their everyday life. They are well behaved and develop a good awareness of right and wrong, responding positively to guidance and instruction from staff. They are aware of the routines and wait their turn with patience at snack times. Children are encouraged and praised, and their efforts are acknowledged through displays of their artwork. They spontaneously help staff to tidy up after play or before going home. They are confident about seeking help and the support of staff, and happily engage them in conversation and play.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
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 (Suitability and safety of premises and equipment). 06/03/2012

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 (Suitability and safety of premises and equipment). 06/03/2012