

ACES BC ASC Club - St Thomas School

Inspection report for early years provision

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Inspector

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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).

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 - St. Thomas School has been registered since 2011 and is one of a chain of privately operated settings in and around Wolverhampton. The setting uses various rooms and facilities within St Thomas C of E Primary School in Wednesfield, Wolverhampton. The setting caters for children attending the host school. All children share access to a secure enclosed outdoor play area.

The setting operates each week day during term time only from 7.30am to 8.45am and 3.25pm to 6pm. The setting is registered to care for a maximum of 24 children under eight years. Currently there are 20 children on roll, of whom eight are in the early years age group. Older children also attend. The setting is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are three members of staff who work with the children. Of these, two hold National Vocational Qualifications (NVQs) at level 3 and one of which is working towards an NVQ 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 good.

Children are happy and settled and have formed good relationship with each other and staff. Toys and equipment are organised effectively, ensuring that children make good progress in their learning and development. Positive relationships have been established with parents and other early years professionals to ensure children's individual needs are well met. Documentation is well organised and policies and procedures are mostly effective. Staff are committed towards continuous improvement and improving outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the record of risk assessment to include anything with which a child may come into contact; this specifically refers to stacked chairs
- improve the range of resources within the everyday environment to extend children's awareness of people with disabilities.

The effectiveness of leadership and management of the early years provision

Staff are aware of their role and responsibility to protect children in their care and know the procedure to follow should they have any concerns. They have attended safeguarding training to ensure that they have an up-to-date knowledge. Children are further safeguarded by robust vetting and recruitment procedures, including

effective induction procedures for new staff working at the setting. Staff are appropriately deployed; ensuring children are always well supervised. All children have equal access to the full range of age-appropriate toys and equipment which is effectively organised. This enables them to extend their play and develop their independence. A good awareness is paid to the security and staff check the premises on a daily basis. They regularly undertake risk assessments to identify most hazards within the setting. However, chairs within the hall are stacked too high to ensure children's safety is fully protected.

The new staff team work well together and are committed to professional development. Since the last inspection they have attended training courses for safeguarding, first aid and food hygiene. They demonstrate a strong capacity to maintain continuous improvement. As a consequence, the actions and recommendations made at the last inspection have been fully addressed, this helps to improve outcomes for children. The self-evaluation process is a shared experience that involves staff, parents and children. For example, staff regularly ask children and parents for feedback and suggestions, often using questionnaires. Any suggestions are taken seriously and acted on if necessary.

Children benefit from the good relationships staff have established with their parents. They speak favourably of the welcoming environment which helps them to feel confident in the care offered to their children. Staff encourage parents to share what they know about their child when they first start to attend, this enables them to meet children's individual needs. The effective two-way flow of information ensures that parents are fully informed of their child's daily activities. Information is shared informally through ongoing dialogue and details posted on the notice board. A full range of the setting's policy and procedural documentation is readily available. Documentation is organised effectively and stored appropriately to ensure confidentiality is maintained. Staff are fully aware of the value of working with other professionals to help provide consistency of care and learning for all children. They have established good links with the school which helps to ensure children's individual needs are effectively met.

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

Children are happy and have formed good relationships with staff and each other. They are valued and staff encourage them to feel good about themselves by frequently providing positive support, praise and encouragement, while managing their behaviour well. This helps build children's self-esteem. Staff understand that the children have spent most of the day in school and are mindful of providing activities and opportunities that the children find enjoyable and encourage them to learn through play, with the emphasis on having fun. The staff's active involvement in children's play helps them to note preferences and these are used for planning activities. They clearly demonstrate that they know the children well and go to great lengths to find out what interests each child, how much they know and can do. They observe the children as they play and record their findings. The information gained from observations is effectively used to help plan the next steps in children's learning.

All children have opportunities for daily outside play, where they can develop their physical skills. They confidently and skilfully use bats, balls and ropes, and great fun is had including staff in their group games such as 'What's The Time, Mr Wolf?' and blowing and chasing bubbles. Children's creativity is promoted well because craft boxes are freely available for children to independently access. They enjoy joining in variety of craft activities, including baking, painting, collage and junk modelling. Some of the children's artwork is attractively displayed within their learning profiles, which are available for parents to view and helps to provide children with a sense of pride. Children enjoy using their imagination in role play where they take on familiar roles, such as a parent. They competently dress and undress the dolls, placing them in a cot and affectionately watch over them. Children enjoy joining in number games, such as cards and dominoes, and respond with confidence to requests from staff to match numbers. They are provided with plenty of opportunities to develop their early writing and reading skills and books are freely available. Children are given time to expand their knowledge and understanding of the world in which they live. They explore a range of living things, such as frogs and frogs spawn in the pond. They develop skills in the use of programmable toys and enjoy celebrating a range of festivals and value differing lifestyles. However, resources are limited with regards to helping raise children's awareness of people's disabilities.

Children learn about keeping themselves safe through the discussions and activities provided. They regularly join in fire evacuation practises to ensure that they know what to do in an emergency. Children are encouraged to follow good hygiene routines and know when to wash their hands. They develop a good understanding of healthy eating and are provided with a variety of nutritious snacks. Fresh drinks are available throughout the session to ensure children remain hydrated. Snack time is a relaxed, social occasion when children sit together around the table to enjoy their food and each other's company. Staff are fully aware of each child's individual dietary needs and ensure these are met.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	2
The effectiveness of partnerships	2
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	2
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Outcomes for children in the Early Years Foundation Stage

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

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