

# ACES After School Club - Manor Primary

Ettingshall Road, BILSTON, West Midlands, WV14 9UQ

<b>Inspection date</b>	25/10/2012
Previous inspection date	28/02/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children's personal, social and emotional development is strong and supported well by staff who understand how children learn best. They develop secure relationships, are caring, confident and well-mannered.
- Children are happy, motivated and eager to learn. They show high levels of independence and curiosity and demonstrate positive behaviour and strong self-assurance.
- Children enjoy good opportunities to play, explore and engage in active learning within an environment that supports a good balance of child-initiated and adult-led play opportunities.
- Partnerships with parents, the school, the nursery and the wraparound facilities are strong and ensure a rounded and consistent care approach.

### It is not yet outstanding because

- Systems for highlighting children's next steps and monitoring overall development, in liaison with the nursery, are not yet consolidated.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the two main playrooms and the outside learning environment.
- The inspector held a meeting with the manager of the provision.
- The inspector looked at planning documentation, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and in information included in the self-evaluation form.

## Inspector

Juliette Jennings

## Full Report

### Information about 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 for a variety of sessions. All children share access to outdoor play areas.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 92 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 nine members of staff, eight of whom hold an appropriate early years qualification to level 2 or 3. The manager holds an early years degree in Early Childhood Studies. One member of staff is working towards a National Vocational Qualification at level 2.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- consolidate the system for highlighting next steps in children's development and monitoring progress, so that arrangements complement the provision made by the setting where children spend most of their time

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children are motivated and enthusiastic and enjoy a wide range of self-chosen, child-focused activities, which hold their interest and allow them good opportunities to become active learners. This is further supported because practitioners support children well, joining in with their play and encouraging them to make decisions about what they want to do. Teaching reflects the relaxed, calm and caring atmosphere within the setting and means that children, in turn, are confident, happy and eager to become fully involved in the setting. The well-resourced learning environment and practitioners secure knowledge of how children learn best helps to ensure that every opportunity is made to support and extend children's learning across all areas. Practitioners are skilful in the way in which they use child-initiated activities to question and challenge children's thinking. Interaction between practitioners and every child is very good.

Children's personal, social and emotional development is good and they have lots of opportunities to become fully involved in activities, routines and decision making about what their play space looks like. For example, children have decided that they would like to do a research project and linked display on Egypt and are currently in the process of discussing what this might look like with practitioners. In addition, children are able to engage in favourite activities for periods of time, such as drawing and painting, which

allows them good opportunity to play and explore, learn actively and be creative.

Varied planning ensures that children have access to a range of activities and resources which support learning and development across the seven areas of learning. They have plenty of access to the outdoor areas on a daily basis which supports children who like to learn outside and help them develop their skills. Outdoor provision supports an ethos of children managing risk within a safe environment. Practitioners recognise the importance of the outdoor space and environment as an important part of supporting children after a busy day in school.

Practitioners are aware of children's next steps in their learning and some discussion takes place with the main school where children spend most of their time, to ensure any key targets for individual children are known and supported. However, there is not a consistent system for ensuring a secure knowledge of where children are in their development across all areas over time, to give a well-rounded overview of a child's development.

Strong partnerships are in place to support a consistent care approach. Parents receive a variety of information on their child on a regular basis so that they know how their child is developing in the setting. Parents know about what their children enjoy doing and are made aware of any areas of development.

### **The contribution of the early years provision to the well-being of children**

The arrangements to support the well-being of children are strong and effectively implemented by practitioners and key persons. Children are very well mannered, pleasant and happy and this was evident throughout the inspection. Children were confident and eager to hold conversations about what they were doing and what they enjoyed about being at the setting. They were enjoying, very obviously, their time in the group and enjoyed a wide range of activities that were of interest to them.

Children are able to make decisions about what they want to do, for example, they decide what will go on displays, they choose what they would like to play with and the activities they would prefer to engage in. In addition, children are given time to develop their ideas and take their learning forward through these child-led times and opportunities.

Children's health is supported and encouraged well and children enjoy daily access to the familiar school outside play area, where they enjoy playing role play games with their friends or develop their physical skills when using a range of equipment. There is also good opportunity for children to engage in quieter activities indoors to promote rest and relaxation after a busy school day. For example some children spent considerable time making pom-poms for an art activity they were involved in. Practitioners support this child-chosen play well by making sure that the routine allows time for this. Children enjoy a variety of healthy and nutritious snacks, for example, soup and wholemeal bread was provided at the time of the inspection, which all children enjoyed within a social atmosphere, chatting with their friends about their day. Drinks are available throughout the session as children want them.

Practitioners give safety a high priority and the outdoor area is secure. There are risk assessment systems in place and they are very aware of security, with a coded entry and only named people allowed to collect children. Children are supported to acquire new skills and have the capacity to develop and learn effectively and be ready for the next stages in their learning, especially school.

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

Leadership of the setting is strong and ensures that children access a high quality provision. Ongoing self-evaluation is both formal and informal, and includes the views of parents, children and practitioners so that improvements are pertinent to the setting. There is a robust recruitment, induction and performance management system in place, which allows practitioners to develop their own skills and extend their professional knowledge. Management monitor staff performance formally through appraisals and informally through observation of practice.

Systems are in place for liaison with wrap around provision, nursery and school which means that discussion about children's development takes place informally. The key person system is effective in supporting the needs of the children attending, with consideration for the relaxed and informal nature of the provision. However, management have yet to consolidate a more formal system to monitor children's progress over time so that they consistently complement the setting where children spend most of their time.

Secure partnership working with children's parents, as well as appropriate professionals, enables parents to play an active role in their child's learning. Parents' views are sought informally through discussion and formally through satisfaction surveys and performance questionnaires. Parent feedback at the time of the inspection was extremely positive.

Arrangements for safeguarding children within the provision are good and work effectively in practice. All practitioners have a secure knowledge and understanding of safeguarding issues and the procedures to follow, and management have robust systems in place to monitor and audit staff's knowledge. Practitioners create an environment that is welcoming, safe and stimulating where children enjoy their learning and grow in confidence. Every child receives a happy and enjoyable early years experience that helps to secure their future learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	224871
<b>Local authority</b>	Wolverhampton

<b>Inspection number</b>	818270
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	92
<b>Name of provider</b>	ACES After School Club - Manor Primary
<b>Date of previous inspection</b>	28/02/2012
<b>Telephone number</b>	

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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