

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

## Trinity Primary

Longford Road, New Park Village, WOLVERHAMPTON, West Midlands, WV10 0UH

<b>Inspection date</b>	08/11/2013
Previous inspection date	30/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

### **The quality and standards of the early years provision**

#### **This provision is inadequate**

- Staff knowledge of the Early Years Foundation Stage is poor and as a result activities provided do not take into consideration the different ages of the children attending.
- The key person system has not been developed to ensure that younger children get the support and attention that they need.
- The provider does not effectively monitor and supervise staff to assess their knowledge and understanding. This does not support their professional development and staff are not effectively managed to ensure that effectively support all children.
- Children's safety is not fully guaranteed because assessment of risks are not detailed or rigorous enough to identify and minimise hazards.
- Accurate records and information relating staff is not available onsite to promote children's health and safety effectively.
- Insufficient focus is given to providing children with healthy, balanced and nutritious food to promote their good health.

#### **It has the following strengths**

- Most staff are friendly and welcoming, and as a result, children openly share information about their school day and settle quickly when they arrive.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 the children arriving and during the session.
- The inspector spoke with the nominated person, supervisor and staff.
- The inspector took account of the views of parents and children.
- The inspector viewed available documents.

## Inspector

Julia Galloway

## **Full report**

### **Information about the setting**

A.C.E.S After School Initiative Trinity Primary was registered in 1999. The out of school club operates from the school hall and is situated in New Park Village, Wolverhampton and children have access to a secure enclosed outdoor play area.

The out of school club is open each weekday from 7.30am to 8.50am and 3.20pm to 6pm during term times and from 7.30am to 6pm during some school holidays. Children attend for a variety of sessions. There are currently 42 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 six members of staff, including the supervisor. Of these, five members of staff hold National Vocational Qualification at Level 3 in childcare and one member of staff is working towards a level 2 qualification in childcare. The setting receives support from the local authority.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that all staff are confident in their knowledge of the Early Years Foundation Stage so that they can effectively support children's learning and development through planned, purposeful play, specifically considering children's different ages
- improve the key person system to ensure that every young child's learning and care is tailored to meet their individual needs. Make sure that children, adults and parents can clearly identify who a child's key person is
- ensure that risk assessments are reviewed regularly, that they identify aspects of the environment which need to be checked on a regular basis and how the risk will be removed or minimised
- ensure that effective performance management systems are in place to improve the monitoring and supervision of staff who have contact with children and families; providing opportunities for them to receive support, coaching and training to improve practice and shape their professional development
- ensure all relevant information for each member of staff is accessible and available so that children's safety and welfare is promoted
- ensure children are provided with healthy, balanced and nutritious food to promote their good health.

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

The provision does not meet the educational needs of all the children who attend because management and staff do not have an in-depth understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. Early years children are continuously cared for with the older children in one room and staff have not considered the needs of the older and younger children and set up the environment to reflect this. In addition, the poor organisation of the environment and lack of activities aimed at older children means that at times staff are unable to focus on younger children's individual needs because they are supervising older children who on occasions become restless and boisterous. As a result, younger children's learning and development are overlooked with staff spending little time focusing on their specific needs. The lack of a key person system to support children in the early years age range results in too few focused opportunities to support their learning or consider their stages in development. Children attending come from nursery, the host primary school and a secondary school meaning a considerable age

range of children are all together. Planning of activities does not take into account the different ages of the children or provide extended opportunities to support continued learning across the seven areas of learning and development. Children are able to independently access activities, such as, playing with cars, small world, dolls and construction sets. A lack of consideration of what resources are put out for children does not ensure that children are regularly provided with toys and equipment that will interest and challenge them because the same resources and toys are offered on a regular basis. These are placed within the room in boxes without thought for how they are presented to the children. Adult-led activities are not regularly planned or provided to interest and motivate the children during their time at the provision. Activities that are planned for do not reflect the wide age range of children who attend and are not adapted to meet individual needs. Staff provide some explanations about how they might do this but this is not part of a regular planning process. Some children do show that they are ready to be keen learners because they follow the routines that are in place, such as sitting together when they arrive. This provides limited opportunities for younger children to experience school life with older children.

Most children appear happy and settled, and as a result, they chat and play with each other during the session. Children of different ages express that they like the opportunity to play together with babies and role-play toys because they do not have the opportunity to do so during the school day. Some staff have a limited understanding of the learning and development requirements, and therefore, are not confident or secure in the intended learning objectives of the activities that they are providing. The day-to-day organisation and management is at times chaotic and very much about supervision and being mindful of where children are, rather than engaging in their play. The layout of the room is not supportive of the needs of the younger children. There are no areas where younger children can play safely without older children moving through disturbing their play during games. Because there are limited resources available aimed at older children, the older children can become boisterous moving around the room on occasions as a group or by dominating a specific area within the room, such as the pool table. There are few systems in place to ensure information with regards to children's progress at school or nursery are sort by staff to support this transition or to support parents who rely on information being passed on through out of school club staff.

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

The poor implementation of the key person system for younger children means that their emotional well-being is not considered. The lack of a key person system limits opportunities for children to build secure attachments with the staff. Opportunities to further support children by sharing key information effectively with other providers or parents are missed. Most interaction with parents on collection of their children focuses on the payment of fees rather than how children are getting on. Older more confident children are able to gain the attention of adults quickly, but younger or quieter children are not always identified to be given the support they need to feel safe and secure. Some younger children are observed to speak very little to the other children or with adults and appear withdrawn at times. Children have limited access to an outdoor play area because

staff report that the weather is too bad or it goes dark too early. As a result, children at times appear restless after their school day and staff have not considered what impact this will have on the group or ways in which they could explore opportunities for physical play, such as going outside at the beginning of the session which would contribute to a healthy lifestyle.

Generally, children are encouraged to be physically independent in their self-help and toileting skills. Children are reminded to wash their hands at appropriate times, for example, before having tuck. Staff are on hand to check that they have done so before sitting down to eat. Children are provided with a small meal. This meal varies and staff report that on some day's children get a hot bowl of pasta but on the day of inspection children were provided with only two crackers which had been pre-spread with cheese or butter. No alternative was provided and some children went without eating despite saying they were hungry. Children can independently pour themselves a drink of squash as required but younger children are not always supported to do this, and as a result, miss out on a drink. Staff report that sometimes children are offered fruit or milk to supplement their tuck but only when this is provided by the school. Staff report that parents are provided with menus and children asked about food preferences but the provision does not consider how to support healthy lifestyles by incorporating a healthy varied menu into the provision.

Adequate strategies are in place to manage children's behaviour and most adults are consistent in their approach. When supervising children, adults remind them to take turns and share equipment, and as a result, most children play well together. The children sit together in a circle at the beginning of the session. The provision adopts the host school's behaviour management system and children are encouraged to share what colour card they have been given at the end of the school day. Although most children appear to enjoy this opportunity to share having a good day, children who have had more challenging days are expected to explain why this is to their peers. As a result, some children start the session having been teased or mocked by their peers and younger nursery aged children have little understanding of what is happening and why. Children's attention is gained quickly when required to give out instructions. When the register is taken they are reminded to stay quiet and give correct information in case of a fire. Staff sign children in at the beginning of the session and parents are asked to sign and record time when children leave. This ensures that numbers of children onsite can be quickly obtained in an emergency. Children are monitored by adults if they leave the room, for example, if they go out to the toilet. Staff monitor the door to outside and only adults open the door to parents when they arrive to pick children up. Parents report that their children are always keen to go and seem happy when they are collected.

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

The management and supervisor of the provision have a limited understanding of the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage, and as a result, there are breaches of the requirements.

Recommendations from previous inspections have not been prioritised to ensure that they are fully met, such as ensuring that children access all areas of learning and development in the outdoor environment. Accurate records and information relating to staff are not available onsite meaning that the provider cannot quickly share information that is required or monitor the ongoing training needs of staff to ensure children's health and safety is assured. This is a breach of both of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage and the Childcare Register. All staff are able to report who they would speak to if they had concerns about a child and all appropriate Disclosure and Barring Service checks have been obtained for the adults working with the children. Staff report that references are taken up for new members of staff before they start work. Safeguarding policies and information are displayed for staff and parents to see and read. Parents complete registration documents prior to children attending the provision but further opportunities to share good quality information with parents is limited, and as a result, parents have little information about what children do during their time at the club.

Performance management systems are not in place to support staff with their ongoing professional development and provide opportunities for them to receive guidance from managers. This includes the line management of the supervisor by the provider. Most staff are qualified to level 3 and are able to access ongoing relevant training to support them in their post, however, they are not effectively monitored to ensure that their knowledge and understanding enables them to effectively support all children. Activities provided are not consistently planned to ensure that they are purposeful and take into consideration the different ages of the children. The provision does not provide a balance of both child-led and adult-led activities to complement the learning that takes place at home and within other provisions. This and the lack of an effective key person system fails to provide children with a wide range of activities that interest and challenge them to ensure that children are gaining the necessary skills to support their learning and development. Little consideration is given to the deployment of staff during sessions who tend to manage situations and events as they arise. They do not always ensure that the needs of the children are given the highest priority, for example, one member of staff spends an extended period of time out of the room washing up rather than waiting until child numbers have dropped later on in the session. As a result, other members of staff have to deal quickly with issues that arise before having to move onto something else, and therefore, not always giving children the attention that they require.

Good relationships exist with the host school and the supervisor and staff are encouraged to participate in sharing information about children as required. The provision attempts to work in partnership with the school by adopting some of its strategies to support children with their behaviour, and as a result, children respond to adults when staff from the provision attempt to get their attention because they also use a method of clapping hands which children respond to quickly. However, children's safety is not fully guaranteed because assessment of risks within the provision are not detailed or rigorous enough to identify and minimise hazards. For example, at times older children's play impacts on younger children's safety especially in the area surrounding the pool table. Staff have not put effective measures in place to limit or stop this occurring. A daily check list that is carried out is not detailed enough to ensure that all equipment, resources and the environment are assessed rigorously to ensure the suitability and safety. This is a breach

of both of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage and the Childcare Register. Systems to identify priorities for improvement are not robust and do not enable the monitoring of areas for improvement. The views of parents and children are not gained regularly enough to strengthen this process.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

#### To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise identified risks (compulsory part of the Childcare Register)
- provide details of the name, home address and telephone number of every person working on the premises as required (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise identified risks (voluntary part of the Childcare Register)
- provide details of the name, home address and telephone number of every person working on the premises as required (compulsory part of the Childcare Register).



## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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>	224870
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	876406
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	42
<b>Name of provider</b>	A.C.E.S After School Initiative Committee
<b>Date of previous inspection</b>	30/03/2011
<b>Telephone number</b>	07568 324600

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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, which are usually the childminder's 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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