

ACES ASC - Springvale Primary School

Kenilworth Crescent, Parkfields, WOLVERHAMPTON, WV4 6SD

Inspection date	27/02/2014
Previous inspection date	20/11/2008

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

The quality and standards of the early years provision

This provision requires improvement

- Children benefit from a warm and welcoming environment. As a result, they are enthusiastic about coming to the club, where they socialise with a wide range of children and have fun.
- Children's behaviour is very good and they learn to be responsible young people, helping to set up and tidy up activities.
- Staff develop and maintain good partnerships with teaching staff at the school and parents, which supports a consistent approach.

It is not yet good because

- Observations of children in their play do not always reflect their skills and capabilities in relation to their age and stage of development. This means that opportunities for children's learning are not fully maximised.
- Monitoring of children's progress is not consistent across all areas of learning. This means that any gaps in their learning and development are not identified and addressed quickly.
- Staff do not hold a current paediatric first aid certificate, which is a breach of requirements. This means that children's safety may be compromised if they have an accident and require treatment.

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 children at play in a variety of games and activities.
- The inspector carried out a joint observation.
- The inspector held discussions with staff and the manager.
- The inspector looked at a selection of children's learning records and planning documentation.
- The inspector discussed the suitability and qualifications of staff working with the children.
- The inspector took account of the views of parents spoken to on the day.

Inspector
Carole Price

Full report

Information about the setting

ACES ASC - Springvale Primary School opened in 2008 and is on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It is one of a privately owned chain of settings based in Wolverhampton. It operates from a room within Springvale Primary School and is easily accessible to all. The club serves the local area and has strong links with the school. An enclosed playground is used for outdoor activities.

The club opens daily from 3pm to 5.45pm during term time. There are currently 22 children on roll, of whom two are within the early years age range. There are two full-time members of staff who work with the children, both of whom hold early years qualifications.

What the setting needs to do to improve further

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

- ensure that staff undertake and complete a paediatric first aid training course so that there is always one member of staff at the club who holds the qualification
- implement a rigorous system to track progress across all seven areas of learning to ensure children's progress can be accurately measured so that any interventions can be identified and addressed.

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

- develop observations by linking them to the development ages and stages, in order to ensure that children's learning potential is fully maximised.

Inspection judgements

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

Children show enthusiasm for play and a keenness to attend the club. Members of staff working directly with the younger children generally recognise what they can do to enhance their learning and development. For example, they involve children in mixed age groups during activities to enhance their confidence and support self-esteem. Children particularly enjoy the outdoor environment where they choose resources, such as bats and balls, to develop their gross motor skills. Staff use observations of children and their interests when planning activities which ensures that children are, on the whole, provided with a suitable range of play opportunities. However, observations undertaken by staff do

not always accurately reflect children's skills and capabilities across all areas of learning linked to their age and stage of development, as they focus on their social and language development. This means that children's learning potential across all seven areas is yet to be fully maximised. Children are seen to be working within their typical range of development expected for their age when considering their social development and language skills. Staff have yet to implement a system whereby progress is monitored for all seven areas of learning, so that any gaps in their learning are identified and addressed with appropriate interventions.

Staff encourage children's communication and language skills by chatting with them as they play about their interests and school day. Staff use effective teaching to support children who ask them for help; they use gentle questioning and talk about thinking and recalling previous activities to help children to achieve their aims, without stepping in and doing things for them. As a result, children learn to solve simple problems and use previous learning within current tasks. This helps to foster their self-esteem.

Parents are welcomed warmly into the club and are encouraged to share information about their children. They are kept informed about activities at the club through daily verbal feedback. Parents say that they are happy with the service they receive and the wide range of activities provided for their children. The activities complement those offered in the classroom, and consequently children are suitably rested and well prepared for school the next day.

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

Children's personal, social and emotional development is effectively supported within the club. This enables children to develop positive relationships with their key person and with other staff and their friends. As a result, they settle quickly and form secure emotional attachments. Staff act as positive role models to help children develop appropriate behaviour and to learn to keep themselves safe. The staff are polite and respectful to one another and with all the children. The club has established routines which children respond well to. Children are involved in the setting up and tidying up of activities, learning to take responsibilities and carry out duties within a collective. As a result, all the children behave well and collaborate in the running of the club.

The children are independent in organising their own games with the resources made available to them by staff. They enjoy outdoor play to get fresh air and exercise as part of a healthy lifestyle. They know about personal hygiene as they independently wash their hands as they prepare for snack time. Children enjoy freshly prepared meals, such as chicken noodles. They learn about healthy diets through discussions and explore a variety of tastes as they look at different festivals, such as Chinese New Year, and eat traditional Chinese food. The snack time is a social event within the club, where children and adults have extended conversations and enjoy a nice time together. The club makes a positive contribution to children's readiness for the next steps in their lives, offering them a chance to gain independence and become confident young people.

Staff obtain some relevant information from parents about their child during the initial

registration about children's likes and dislikes. This supports children's transition into the club and helps staff get to know them better. Staff liaise with teachers from the school to share information about children's individual needs. This means that there is consistency and continuity of care between the club and the school, and as a result, parents are well informed about their child's needs.

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

Staff demonstrate an adequate knowledge of safeguarding procedures and how to keep children safe from harm. Previous actions have been addressed as the club now has appropriate resources in order to promote diversity. They have also further developed quality and improvement processes to monitor and evaluate the strengths and weaknesses of the provision. Suitable procedures for recruitment and vetting are in place, which helps to ensure that all staff are suitable to work with children. All staff hold relevant early years qualifications and are supported with undertaking further training for their professional development, to extend their knowledge and to benefit children. Staff undergo regular appraisals and this helps identify their training needs. Staff have received first aid training in the past, however, their certificates have now expired and they are awaiting further training, which has yet to be arranged. This means that their ability to appropriately deal with any incidents which may occur is compromised. This is a breach of legal requirements and also a breach of the Childcare Register requirements.

Policies and procedures are in place and staff undertake regular risk assessments of the environment to further protect children. Staff use the self-evaluation process effectively to identify strengths and areas for improvement. They also use a suggestion box to seek the views of children attending the club and questionnaires for parents' comments. Parents are kept well informed of the activities their children take part in while attending the club, and they are happy with the service they receive. They feel their input is valued and they are made to feel welcome. Staff demonstrate an understanding about how to support children who have special educational needs and/or disabilities, such as seeking support from outside agencies should the need arise.

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 staff undertake paediatric first aid training so that there is always one member of staff at the club who holds the qualification (compulsory part of the Childcare Register).

- ensure that staff undertake paediatric first aid training so that there is always one member of staff at the club who holds the qualification (voluntary 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

Unique reference number	EY373721
Local authority	Wolverhampton
Inspection number	858206
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	22
Name of provider	A.C.E.S. Lanesfield ASC Committee
Date of previous inspection	20/11/2008
Telephone number	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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