

ACES Lanesfield ASC

Lanesfield Primary School, Newman Avenue, WOLVERHAMPTON, West Midlands, WV4 6BZ

Inspection date

27/03/2014

Previous inspection date

19/05/2009

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

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

- Details of some staff's suitability to work with children, including qualifications, suitability checks and details of staff contact information, are not available at the setting. This means that children's welfare is not fully promoted and documentation is not kept up to date.
- Children and parents are not aware of who their key person is. Therefore, the role of the key person in ensuring activities are always tailored to meet children's individual needs and to support children's emotional well-being is not effective.
- Systems to monitor the operation and effectiveness of the provision are not robust enough, with risk assessments lacking rigour.
- Monitoring and supervision of staff is poor. As a result, significant weaknesses in staff's knowledge, understanding and delivery of the Statutory framework for the Early Years Foundation Stage are not being fully identified and staff are not receiving sufficient coaching, relevant training and support to improve their practice.
- A lack of communication with teaching staff about children's development means children attending the club do not receive consistent levels of support to complement their learning in school.

It has the following strengths

- Children form warm relationships with staff. As a result, children are happy to attend.

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 activities indoors and outdoors.
- The inspector spoke to parents and took account of their views.
- The inspector spoke with the children about their snacks and activities at the setting.
- The inspector spoke to the manager and staff about activities, risk assessments, safeguarding and self-evaluation.
- The inspector looked at documentation, which included staff suitability checks, qualifications, first aid certificates and children's learning records.

Inspector

Dawn Robinson

Full report

Information about the setting

ACES Lanesfield After School Club was registered in 2006. The out of school club operates from a demountable building within the grounds of a primary school in Lanesfield, Wolverhampton. The children have access to an enclosed outdoor play area. The club serves the local community. The out of school club is open Monday to Friday during term time. Sessions are from 7.30am to 8.50am and from 3.20pm until 6pm. Children attend for a variety of sessions. There are currently 24 children on roll, of whom seven are in the early years age group. 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. The setting employs five members of childcare staff. Of these, three members of staff hold qualifications in childcare at level 3, one member of staff holds a level 2 qualification and one member of staff is working towards a level 2 qualification. 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 all staff understand the requirements of the Statutory framework for the Early Years Foundation Stage to make sure children learn, develop and are kept safe
- provide challenging and enjoyable activities for children that take into account their interests, individual needs and stage of development and which complement the learning that children receive in school
- ensure that each child in the early years age group is assigned a key person to make sure that every child's learning and care is tailored to meet their individual needs and who works closely with their parents
- ensure that all staff records and information are available on site in order to guarantee staff's suitability to work with children and ensure children are kept safe
- develop appropriate arrangements for the effective supervision of all staff. Use information obtained to ensure that staff are fully supported in their roles and responsibilities in meeting the requirements of the Early Years Foundation Stage
- ensure risk assessments are effective in demonstrating how risks or hazards will be removed or minimised and that these are clear and well understood by staff.

Inspection judgements

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

The management and staff have too little knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. As a result, coverage of the key areas of learning is limited with few interesting and challenging activities available. The key person system is not fully embedded and, as a result, staff's knowledge of children's individual needs, interests and stage of development are not taken into account when activities are planned. Children in the early years age range have individual learning journeys which contain some observations and next steps. However, these are not linked to the areas of learning within the current legal framework. There is little information gathered from the teaching staff about children's learning in school in order to effectively support children. This means that staff cannot adequately plan experiences for children to extend or complement what they are learning in school.

Children happily enter the out of school club after spending the day at school. They know the routines to follow and soon settle. The out of school provision is based in one room which is also used by the school as their library and music room. A substantial amount of this space contains book cases and musical instruments which are not accessible to the children at the out of school club. This has an impact on the space available for the setting and accessibility of their own resources. Toys and equipment are stored in a cupboard in the room and adults put out resources for the children to play with. For example, children choose to dress dolls or play with the helicopter and truck. This helps children to develop their physical coordination and imagination. Children can ask for other equipment, such as paper, crayons and pencils, in order to draw pictures or create a frog from folded paper. The children engage in an adult-led activity each session. For example, making an imaginary creature from plastic spoons held together with pipe cleaners and decorated. However, the choice of other activities is very limited and provides few opportunities for children to develop and play with equipment that supports their interests.

The children have daily opportunities to access the secure outdoor area. They are able to use the climbing wall, balance on the tyres and play football where the children take it in turn to be the goal keeper. Staff play with the children by chasing them and playing 'tag'. Children are closely supervised as they use the available equipment. Parents arriving to collect their children are allowed access by staff unlocking the gates. Parents sign their children out of the setting and they are provided with a minimal amount of information, mainly based on the snack they have been given after school. There is little sharing of information with parents regarding their child's individual likes and preferences in order to provide activities which are particularly suited to children who attend.

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

Children enjoy their relationship with the staff and their peers. However, an effective key person system is not implemented in the setting. Therefore, children within the early years age group do not have a named person to take responsibility for their daily well-being,

plan for their learning and build positive relationships with parents. Basic information, such as dietary needs, is acquired before children start at the setting and there are procedures and documentation available should children require medicine to be administered. The children generally demonstrate they feel confident, safe and secure at the setting by following routines as they enter the room, sitting down for register and happily talking to the staff. However, children's safety is compromised because not enough attention is paid to making sure they are effectively protected from potential harm. Not all staff's details, such as confirmation of their suitability to work with children and of their qualifications, have not been transferred to this setting. In addition, the daily risk assessments carried are not robust enough to ensure children's safety because there is limited detail about the management of the risk. For example, written risk assessments do not state how the risk will be removed or minimised and so cannot be used effectively by staff. Consequently, children experience a false sense of safety and security.

Children wash their hands independently ready for snack with older children helping the younger children to access the paper towels to dry their hands and demonstrating a basic understanding of how to keep healthy with good hygiene practices. Children sit together and socialise while they enjoy their sandwiches and drink of juice. Staff support polite interactions between the children by encouraging the use of good manners, such as the use of please and thank you. Staff engage in conversations with the children about their school day and home life. They listen and praise children which results in children's self-esteem being effectively promoted. Children are supported to behave appropriately and the setting continues the school's behaviour management system to reinforce good behaviour and provide consistency for the children.

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

Leadership and management are inadequate. The management do not have a clear understanding of their roles and responsibilities. There is a lack of knowledge and understanding of the Early Years Foundation Stage and how this should be implemented and this has resulted in a failure to meet some safeguarding and welfare and learning and development requirements. In addition, some requirements of both parts of the Childcare Register are not met. The registered provider supports the completion of policies, procedures and other documents, however, the staff are unsure about where to find these documents and are not familiar with their contents. Staff supervisions are undertaken, however, these have failed to identify staff's lack of knowledge and understanding. For example, staff use out of date documents to plan activities and are not familiar with the Statutory framework for the Early Years Foundation Stage document. As a result, staff are unable to effectively support all children in their learning and development or adequately ensure that children are kept safe through carrying out effective risk assessments. Some training needs have been identified, for example, one member of staff is booked to attend first aid training in order to update her certificate. Through discussions, staff demonstrate a suitable understanding of child protection and what to do should they have any concerns regarding a child's welfare. There is a written procedure which covers the use of mobile phones and cameras which can be found in the setting's policy on the use of media, along with a suitable safeguarding policy.

The provider has suitable recruitment procedures in place with, for example, the recording of their suitability to work with children and their qualifications. However, this was not readily available on the day of inspection for a member of staff who had recently started at this setting. As a result, this practice does not fully protect children. Self-evaluation takes into consideration the views of children and parents which are gathered through a suggestions box and questionnaires, however, it does not clearly identify the setting's strengths and weaknesses in order to focus on improving provision and practice.

Parents spoken to during the inspection expressed their satisfaction and stated that their children enjoyed coming to the club. Policies and procedures are displayed in a folder at the entrance to the setting for parents to view and details of the complaints procedure is also displayed within the setting. Partnership working with the school the children attend is variable. Staff obtain information regarding supporting children with special educational needs and/or disabilities, however, they do not gain sufficient information to enable them to fully complement and build on some of the children's learning in school.

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)
- have effective systems to ensure any person caring for, or in regular contact with, children is suitable to work with children (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise identified risks (voluntary part of the Childcare Register)
- have effective systems to ensure any person caring for, or in regular contact with, children is suitable to work with children (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	EY317855
Local authority	Wolverhampton
Inspection number	862272
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	24
Name of provider	A.C.E.S. Lanesfield ASC Committee
Date of previous inspection	19/05/2009
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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