

A.C.E.S. After School Initiative

Trinity Primary

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

Inspection date	08/05/2014
Previous inspection date	08/11/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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		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

- Teaching is good as practitioners promote children's learning by planning a variety of exciting, fun-filled activities that extend their learning while they play. As a result, children are making good progress in their learning.
- Practitioners involve parents as partners in the club, this relationship is based on regular two-way communication to ensure children's individual needs are met.
- The management team is generally successful in leading the staffing team. Practitioners follow clear child protection procedures to protect children from abuse or neglect.

It is not yet good because

- Some practitioners who prepare food have not received training in food hygiene. Consequently, children's health and well-being is not fully promoted.
- Some younger children's learning and development observations are not regularly shared with school staff. As a result, planned next steps in the child's learning do not always complement the learning that takes place in school.
- Practitioners do not always promote children's independence skills at meal times. Consequently, children's confidence in doing things for themselves is not fully promoted.

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 within the school hall and viewed the outdoor learning environment.
- The inspector conducted a joint observation with the registered person.
- The inspector held meetings with the manager of the provision and the registered provider.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and children spoken to on the day and from information included in the club's own parent survey.

Inspector

Linda Yates

Full report

Information about the setting

A.C.E.S After School Initiative Trinity Primary opened in 1999 and is one of five out of school clubs managed by A.C.E.S After School Initiative Committee. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the main hall in Trinity CE Primary School in New Park Village, Wolverhampton. Children have access to a secure outdoor play area. The club serves the immediate locality and also the surrounding areas. It offers a breakfast club from 7.30am to 8.50am and an after school club from 3.20pm to 6pm, Monday to Friday, term time only. It offers a holiday club from 7.30am to 6pm during some school holidays. Children attend for a variety of sessions. There are currently 44 children attending, 10 of whom are in the early years age group. There are currently seven staff working directly with the children. Of these, four hold appropriate early years qualifications at level 3 and one member of staff holds an appropriate early years qualification at level 2.

What the setting needs to do to improve further

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

- increase the number of practitioners who have received training in food hygiene, to ensure that those who prepare and handle food are competent to do so.

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

- strengthen information sharing between each key person and the school, so that learning and development observations on children are regularly shared and discussed in order to fully complement the learning that takes place in school
- create more opportunities for children to develop their independence at meal times, such as helping to lay the table, serve their own food and pour their own drinks at meal times.

Inspection judgements

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

The management team have developed their knowledge of the Early Years Foundation Stage. Since the last inspection, they can now effectively support children's learning and development through planned, purposeful play, taking into account children's different ages. The key person system has been improved to ensure that every young child's learning and care is tailored to meet their individual needs. Children's assessments are

accurate, clear and appropriate next steps are identified. Consequently, children are making good progress within the Early Years Foundation Stage. The club provides an environment that promotes the seven areas of learning and is tailored to each child's needs and interests. The educational programmes are interesting, exciting and varied and follow children's interests and needs. Children participate in adult-guided and child-initiated activities to extend their learning. For example, they enjoy daily circle time where the practitioner calls out each child's name. This offers children the opportunity to get to know everyone in the group and build positive relationships with each other. To get the children's attention practitioners clap a rhythm and the children stop what they are doing and clap the rhythm back. The rhythm is varied and encourages children to copy a steady beat and develop their listening skills.

Children enjoy regular cooking activities, such as making banana and chocolate chip muffins. Practitioners sit close to the children maintaining eye contact, showing their level of interest in the activity. The practitioner uses commentary to extend children's understanding and introduces new vocabulary developing their communication skills. For example, she names each of the ingredients developing children's awareness that muffins contain many ingredients and that a recipe must be followed to make them. Each child has a little bowl of flour and when it is their turn tips it into the sieve over the large bowl. They hold the sieve and tap the side, developing their use of tools and techniques supporting their physical development. The practitioner uses questions that challenge children to think, such as 'What do you think this does? Children are given time to speculate and then offered the correct answer 'It gets rid of the lumps'. The practitioner names each child in the group as she discusses whose turn it is, supporting children's next steps, such as developing social skills within the group. The practitioner weaves in mathematics as they count the cake cases and learn about fractions as they cut the banana in to halves and then quarters. Practitioners praise each child's efforts promoting their self-confidence. The club have created a comfy reading area by placing blankets on the floor and provide a good selection of books. Children spend long periods of time reading on their own and with a practitioner. As a result, their literacy development is promoted. Consequently, children demonstrate the characteristics of effective learning throughout the day. These opportunities promote younger children's skills to support them in school.

Children are immersed in their imaginary role play, which is based on the children's experiences of their real world and superhero play. Practitioners join in pretending to drink from a cup showing their genuine interest and promoting their imaginary play. The practitioner enthusiastically leads a game of dodge ball. This involves all the children running excitedly back and forth in the hall, with two children throwing balls at them. Children have to avoid being hit themselves. Most children take part vigorously running and screaming with excitement. Children's comments reveal that this is their favourite activity at the club. This offers children a great all-round workout as they use every part of their bodies promoting their physical development. All children display characteristics of effective learning throughout the session.

Children's parents complete a 'Facts about me' form on admission to the club, this records their likes and dislikes. Parents are asked to record any areas their child may need help with. This, along with verbal discussion with parents, helps practitioners identify where

children are in their developmental pathway. Children's assessment folders are discussed with parents and this keeps them informed of their child's progress and informs them of the sort of things their child is doing and how they can support their child's learning at home. Parents enjoy looking in the club's photograph folder which shows children participating in activities. This also helps parents to understand how the Early Years Foundation Stage is delivered in the club.

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

There is a relaxed and happy atmosphere within the club because the practitioners are approachable and friendly. Children receive a nice warm welcome helping them to settle easily. Children forge trusting and caring relationships with key persons, promoting a sense of emotional security. Children appear confident in their communications with practitioners and the inspector, as they initiate friendly conversations. There are adequate procedures for emotionally preparing children for their move into the club. For example, the club encourages children and their parents to meet the practitioners and have a look around ahead of the planned start date and to discuss the club's settling-in procedure.

Children have plenty of space to play and relax, as they access the large school hall. Practitioners set out a reasonable selection of toys and games for children to play with as resources are cleared away daily. Children have direct access to the outside learning environment and experience a good variety of outdoor activities. For example, they enjoy hula hoops, football, skipping and egg and spoon races, which all encourage them to be physically active. Children have the opportunity to learn to experience challenge and manage risks for themselves when they use the school's climbing apparatus. They enjoy the rise and fall logs and the wobbly bridge, both of which, offer opportunities to develop agility, balance and coordination. These opportunities along with regular outdoor play and discussion give children the opportunity to gain an understanding of the need for physical exercise. Children learn about keeping themselves safe as they regularly practise the fire drill. Teatime provides an opportunity for children to practise personal hygiene routines as they wash their hands before eating. Tea provided for the children today is nutritious and balanced and consists of cheese or jam sandwiches with banana to follow. However, children's independence skills are not so well promoted, particularly during meal times. For example, practitioners give out drinks and offer sandwiches to the children and this does not help to develop children's confidence in doing things for themselves. Children learn about healthy food and drink as the club has books, such as 'Why eat a balanced diet?' These books have colourful pictures and simple explanations about the benefits of a healthy diet. However, some of the practitioners who prepare and handle food have not completed food hygiene training. Consequently, children's health and well-being is not fully promoted.

Practitioners are suitable role models who put the children's needs and interests first. Children's behaviour is good and their actions show they are aware of the club's rules and behaviour boundaries. For example, the children know that they are expected to take turns and share. When needed, practitioners positively reinforce the rules and boundaries, ensuring a consistent approach. The club strengthens the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing

and celebrating a range of practices and special events, such as Chinese New Year. There is a sufficient range of resources in the club that reflect children of ethnic minorities or children with diverse physical characteristics, including disabilities. These include books and small world figures and help children to respect and value all individuals within our society.

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

Since the last inspection by Ofsted where the club received a number of actions to improve and one subsequent monitoring visit, the management team has implemented effective changes. These include, effective changes to the key persons system and supporting children's learning and development through planned and purposeful play. Additionally, effective changes have resulted in a balanced and nutritious menu and in how the club assesses risk in the environment. Furthermore, practitioners are adequately and appropriately supervised and they have ready access to advice, coaching and management support in all matters. Finally, all relevant information for each practitioner is accessible and available. As a result, children's safety and welfare is promoted.

The management team have a reasonable understanding of policies and practice in early years along with the skills to develop a team. They have a generally satisfactory understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage, as a result, children are kept safe. However, they are not fully meeting one of the requirements. This is because on the day of the inspection, practitioners prepared food for the children when they have not completed training in food hygiene. However, this has a low impact on children as practitioners are guided by the practitioners who have received training in food hygiene. There is a suitable safeguarding policy to guide practitioners in the procedure they must follow if they have concerns that a child is suffering from abuse or neglect. As a result, children are protected. Safer recruitment practice is followed and ensures that those employed are suitable to work with children. There is a programme of induction ensuring new practitioners become effective and competent as key persons.

There is a clear understanding of the learning and development requirements and how children progress and this is successfully cascaded to the staffing team. As a result, children make good progress in their learning. The manager team regularly checks each child's assessment folder, the continuous provision of resources and the weekly planning to ensure the educational programme and assessments of learning is appropriate. A system of self-evaluation has been implemented, identifying strengths and weaknesses, with an appropriate action plan in place to drive forward improvements. This means that children are supported effectively to make good progress in their learning and development.

Children and families benefit from the friendly relationships that exist between practitioners and parents. They have regular daily discussions, ensuring a two-way flow of information. The club's policies are available for parents to read and keeps them informed about how the club operates. Parents give written consent for the club to share

information about their child's progress with their school. There are close links with school staff enabling a two-way flow of information and any identified concerns are shared and strategies put in place. However, there is room to strengthen information sharing between each key person and the school, ensuring learning and development observations on children are regularly shared and discussed. The club has developed links with other professionals, such as staff within the school and nursery, to ensure children's needs are met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	224870
Local authority	Wolverhampton
Inspection number	963047
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	44
Name of provider	A.C.E.S After School Initiative Committee
Date of previous inspection	08/11/2013
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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