

ACES After School Club - Manor Primary

Ettingshall Road, Bilston, West Midlands, WV14 9UQ

Inspection date	18/06/2014
Previous inspection date	25/10/2012

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

- Staff establish effective partnerships teachers at the host school and parents to ensure children's individual needs are met.
- Children's independence is promoted well. This helps them to become competent at tasks, such as pouring their own drinks and clearing away after mealtimes.
- Staff have a secure understanding of child protection procedures. As a result, relevant systems are in place to ensure children are appropriately safeguarded.

It is not yet good because

- The monitoring of staff performance, through robust supervisions and appraisals is not consistently implemented.
- Staff do not always record accurate hours of attendance for all children to ensure their safety is fully assured.
- Staff do not plan effectively for the morning session, to fully support children's exploration of creative materials.

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's activities in both the inside and outside learning environment.
- The inspector spoke with the registered provider and staff during the course of the inspection.
- The inspector interacted and spoke with the children during the inspection.
- The inspector examined a range of documentation, including children's developmental records, staff suitability, risk assessments and policies.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector carried out a joint observation with the registered provider.

Inspector

Lesley Bott

Full report

Information about the setting

ACES After School Club - Manor Primary was registered in 2000. It operates from two classrooms and the school hall 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 83 children on roll. The setting also offers care to children aged over eight years to 11 years. It is open Monday to Friday, 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 eight members of staff, six of whom hold appropriate early years qualification at level 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 meet the requirements of the Early Years Foundation Stage the provider must:

- promote children's safety at all times by maintaining records of accurate hours of attendance for all children
- ensure there is an effective programme of performance management in place, through robust appraisals and supervisions, to help staff to continually improve their practice.

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

- improve learning experiences for children who attend the morning session by maximising their opportunities to explore and experiment with different media and materials.

Inspection judgements

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

Children show confidence and an enthusiasm to learn. Generally, staff are able to recognise what the children can do to support their learning and development. For example, they support children during activities to enhance their confidence and self-esteem. Children particularly enjoy the outdoor environment where they choose resources, such as bicycles, scooters and 'hoppers', as they develop their physical skills. Appropriate teaching strategies are used by staff, as they play games to develop children's

understanding of numbers. For example, the children delight in playing 'What time is it Mr Wolf' outside and they shout out numbers and take giant steps towards 'Mr Wolf'. Staff carry out regular observations of children during play and ask parents to share what they know about their children. This information is gathered to help to assess children's development and plan appropriate activities for them. However, activities do not always provide a worthwhile experience for all children. For example, due to the carpeted flooring in the classroom used for the morning session, messy and craft play is routinely scheduled for the afternoon session. Consequently, this means that some children, who only attend in the morning, have less opportunity to develop their creative skills.

The quality of teaching is appropriate, and children often have fun and enjoy opportunities to express their feelings. Staff encourage children's communication and language skills by chatting with them as they play. For example, while colouring, children discuss a popular film and ask the staff to draw one of the characters. They enjoy joining with songs from the film. Others decide to be the 'teacher' in the book corner, as they sit and confidently read a book to the other children. Staff use gentle questioning to encourage children to think and recall familiar stories. This helps to foster children's self-esteem and imagination.

Parents are warmly welcomed by staff and encouraged to share information about their children. They are kept informed about activities at the club through daily verbal feedback and have opportunity to see their children's learning journals. This helps to support parents to be involved in their children's development and learning in the provision. Parents state that they are happy with the service they receive and the ability of staff to meet their needs and those of their children. Most activities offered by staff help to complement those offered in the school classroom.

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

Children's personal, social and emotional development is adequately supported within the club. This enables children to develop positive relationships with their key person and other staff. Information about children's care, learning and development is obtained from parents when the children first start. This helps staff to meet children's individual needs. As a result, children settle quickly and form secure emotional attachments with their key person. Staff consistently make their expectations of behaviour clear to children to ensure that children are attentive, take turns, and are polite and kind to others. Staff support children to behave sensibly and keep themselves safe, for instance, as they move around the school site. They also encourage them to look after toys and equipment. As a result, children behave well. Children's safety and emotional well-being are suitably promoted. Children play in a secure environment and staff carry out daily risk assessments to ensure that hazards are minimised to keep children safe. For example, they understand about sitting properly on the chairs at snack and mealtimes, and putting the chair back under the table when they are finished to prevent accidents.

Children are socially and emotionally prepared for moving on to school. The location on the school site ensures that they are familiar with the layout and many aspects of school life. For example, they know the nursery staff because they benefit from shared facilities, such as the outdoor area. This also helps support the younger children's move into

nursery.

Outdoor play is a regular feature of the daily routine. As a result, children develop a positive attitude towards a healthy lifestyle, as they enjoy opportunities to be outside on a daily basis. Children's health is suitably supported, as they benefit from nutritious snacks, such as fresh fruit and vegetables. Water is available for the children access themselves when they want a drink. This helps them to recognise when they are thirsty. Children are increasingly confident about managing different aspects of their self-care. For example, they clear the table after snack, placing used utensils and plates on the side ready to be washed.

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

Aspects of safeguarding are effectively managed. Staff know and understand their roles and responsibilities, and ensure that they keep up to date with safeguarding issues. For example, they attend appropriate training and have a clear understanding of the procedures to follow if they have concerns about a child's welfare, or to ensure the safe use of mobile phones within the setting. However, there is a weaknesses in record keeping. For example, although ratios are maintained, the provider does not consistently ensure that the register reflects accurate hours for all children's attendance. As a result, children's safety is compromised in the event of an emergency. This is also a breach of the Childcare Register requirements. A clear recruitment procedure ensures staff hold appropriate childcare qualifications and are suitable to work with children. In addition, staff are well deployed, and suitable contingency arrangements are in place to cover staff absences.

The provider and staff adequately monitor children's learning and development through observations and tracking. This helps staff to identify any gaps in the children's development and to focus on their next steps in learning. The registered person has an acceptable understanding of her responsibility in meeting the learning and development requirements of the Early Years Foundation Stage. Staff have regular opportunities to access training through facilities at the the host school to support their personal development. The registered provider and manager regularly meet to discuss their work with the children. However, procedures to monitor and evaluate the quality of the staff's teaching practice, for example, through robust appraisals and supervisions, are not consistently implemented. The registered provider has made use of the self-evaluation form to help reflect on some practice and identify areas for development, alongside addressing recommendations raised at the last inspection. She has worked in partnership with the local authority to bring about improvement. This shows a satisfactory capacity to improve.

Successful partnerships with parents, carers and the host school ensure that staff know the children and appropriately meet their needs. Parents feel welcome and appreciate the regular flow of information which is shared with them, such as details about their children's activities and achievements. The well-established links between the setting and host school benefits all children. As a result, children already know their nursery class

teacher and where they will be based when they start school. The provider and the school's headteacher meet regularly, creating sound opportunities to share information about younger children's developmental starting points in readiness for their move to nursery or 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:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	224871
Local authority	Wolverhampton
Inspection number	978525
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	92
Name of provider	ACES After School Club - Manor Primary Committee
Date of previous inspection	25/10/2012
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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