

ACES Lanesfield ASC

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

Inspection date	24/09/2014
Previous inspection date	27/03/2014

The quality and standards of the early years provision	This inspection:	2
	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		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The management team have effective arrangements in place for safeguarding children, including robust recruitment procedures.
- The quality of teaching is good. Staff provide effective interaction to teach children the skills they need to succeed, and to extend their thinking and learning.
- Effective partnerships with parents and teachers mean staff meet all of children's individual needs, including their emotional well-being.
- Effective behaviour management strategies and clear guidance from staff mean that children's behaviour is managed well.
- Children have a positive attitude to being outdoors and physical activities, which promotes their understanding of the contribution of exercise for a healthy lifestyle.

It is not yet outstanding because

- Children's independence skills are not always fully promoted at mealtimes as they do not have the opportunity to serve their own food.

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 checked evidence of suitability, self-evaluation processes and documents that support the out of school service.
- The inspector took account of parents' views spoken to on the day.
- The inspector observed activities in the classroom and the outside learning environment.
- The inspector held meetings with the after school club supervisor and the registered person.

Inspector
Carole Price

Full report

Information about the setting

ACES Lanesfield ACS opened in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from a demountable building within the grounds of Lanesfield Primary School in Lanesfield, Wolverhampton. However, due to building work currently being carried out at the school, the club has been temporarily relocated to a classroom. Children are cared for across two rooms and have access to an enclosed outdoor play area. The club opens five days a week from 7.30am to 8.50am and from 3.20pm until 6pm, during term time only. Children attend for a variety of sessions. There are currently 41 children on roll, 10 of whom are in the early years age range. There are currently three staff working directly with the children. Of these, two hold appropriate qualifications at level 3 and one holds level 2. The club receives support from the local authority.

What the setting needs to do to improve further

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

- consider providing opportunities so that children's independence skills can be even further encouraged by serving their own food.

Inspection judgements

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

Children enjoy a varied range of activities at the before and after school club. Staff use the available resources imaginatively to provide different activities to engage children in their play. Staff consult children on ideas for activities, which ensures that they feel involved in the club. For example, children demonstrate their creative skills as they make paper aeroplanes and then investigate how far they will travel. Staff engage well with children to encourage their communication development and build their self-confidence. They give praise regularly to children to celebrate their achievements and efforts, which builds their self-esteem and desire to want to try.

Planning for the club is flexible to match children's interests. Children choose to play in the hall, the outside area or inside. They enjoy using the apparatus and playing football, which helps to promote their physical skills. Children enjoy small group activities, such as using the small bricks to construct their own models. Staff ask appropriate questions to encourage children to use their thinking skills and to find solutions to problems. This contributes well to helping children become independent, active learners.

Development files for those children who attend the club show that staff plan suitably for their developing skills. Staff use their observations of children to plan the next steps in their learning. They share these observations with parents so that they are informed of

children's progress. Staff plan a range of activities to develop children's early literacy skills. They support children effectively as they reinforce letter sounds which are being learned in school and they practise reading with the children. Staff from the club liaise closely with the school staff to plan activities that complement the children's schoolwork. This provides continuity of care for children and builds on what they have learned.

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

The staff are adept at recognising and responding to children needs. Following the last inspection, the after school club has implemented a key-person system for all children who attend. Parents and children are informed who their key person is, which means that children's individual needs are considered and met accordingly. Parents say that staff welcome children warmly and provide favourite activities to help them to settle in when they are new. These close relationships contribute to how safe and secure the children feel in the club. The effective partnerships staff establish with parents and teachers within the school ensure children move confidently between school and the club, and their learning is complemented so they have continuity. Staff provide a stimulating and varied range of resources for children to use during their time at the club. Therefore, children are engaged and engrossed in their play.

Children's hygiene is promoted effectively as they are encouraged to wash their hands prior to eating. Good teaching helps children understand about why specific foods are healthy and nutritious. They learn to try a healthy range of food and understand how these contribute to a healthy lifestyle. However, children's independence is not fully promoted at mealtimes as they do not have opportunities to serve their own food and contribute to developing their sense of responsibility and self-care skills. The staff allow children to choose between playing inside or out. This enables children to spend time in the fresh air to boost their physical health. Children also enjoy time on the school playing field and use the different apparatus. Effective teaching during team games helps children to follow rules, gain increasing control in ball games and negotiate space.

The staff actively teach children to take charge of their own safety. Explicit guidelines ensure the children know how to keep safe and accomplish tasks safely. Children demonstrate an aptitude for sharing the club rules and reminding each other of the potential hazards and consequences of not following the rules. For example, they discuss why they cannot play with the football inside and what could happen if they did. The staff are positive role models and give consistent guidelines that support them to manage their emotions and for older children to adjust their behaviour around the younger children. The clear guidance means that children are aware of the boundaries set and of behavioural expectations in the club. Children respond well to reminders and adjust their behaviour accordingly.

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

Following the last inspection, where a number of actions were raised, the club has had a monitoring visit and the management team have implemented many changes. All staff

have an effective knowledge and understanding of the safeguarding and welfare requirements. They are aware of the procedures to follow if they have concerns about a child's welfare or another staff member's practice. Staff recruitment and selection systems follow safer recruitment procedures. Induction is thorough, with a keen focus on developing relationships with the children and safeguarding their welfare. Staff diligently observe the policies and procedures, which underpins their good practice. Staff records and information are now easily accessible and kept on site so that suitability of staff working with the children can be easily verified. This means that children's safety and welfare are promoted effectively. Furthermore, risk assessments are now completed which highlight how risks are minimised or managed effectively in order to keep children safe. The management team review the risk assessments regularly. Staff ratios and deployment of staff ensure that children are effectively supervised in order to meet their individual needs. Staff interaction and teaching help keep children safe at all times.

Staff demonstrate a good understanding of the Early Years Foundation Stage and how to meet the learning and development requirements. The management team use their play work expertise to ensure teaching complements children's learning at school. They actively work in partnership with parents and the school. They use these contributions to help children to make good progress. Successful engagement between parents and the staff means parents have a good knowledge of the fun activities that complement and extend their children's learning at school. Parents express appreciation of the time their children spend at the club. They comment that their children always have a great time and it gives them the opportunity to take part in different activities.

The management team are implementing new systems in order to reflect and improve upon their current practice. This demonstrates that the management are keen to drive their practice forward and continually improve so that outcomes for children will be consistently good or better. Staff, parents and the children are involved in contributing to the ongoing priorities to drive improvement. The management team highlight that their next priorities are to review technology resources, such as having computers for the children to use and also further improve the ways in which information is recorded. The management work closely with staff to improve practice and dedicate time for ongoing professional development. This means that staff constantly improve their good practice to complement children's learning at school.

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. 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	EY317855
Local authority	Wolverhampton
Inspection number	969001
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	41
Name of provider	A.C.E.S. Lanesfield ASC Committee
Date of previous inspection	27/03/2014
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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Piccadilly Gate
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M1 2WD

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