

# ACES After School Club - Manor Primary

Ettingshall Road, Bilston, West Midlands, WV14 9UQ



## Inspection date

8 June 2015

Previous inspection date

18 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children are well taught because staff have a good understanding of the requirements of the Early Years Foundation Stage. As a result, children of all ages and abilities make good progress.
- Children are happy, settled and have good emotional attachments to their key person and other staff.
- Children are prepared well for the move to school because of the good arrangements and strong links with the host school. Staff liaise frequently with teachers to discuss children's individual needs, which promotes continuity of education and care.
- Effective partnerships with parents ensure that children are well supported to achieve as well as they can. Parents value the quality of education and care provided.

### It is not yet outstanding because:

- Staff do not always exploit opportunities for children to further develop their mathematical learning. For example, they do not always support children to count for a purpose or to use mathematical vocabulary in their daily routines.
- Staff do not provide enough opportunities for children to take part in first-hand experiences that help them to learn about living things within the natural environment, such as plants and insects.

## What the setting needs to do to improve further

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

- support children's mathematical learning further during daily routines, for example, by counting for a purpose and using appropriate mathematical vocabulary, such as 'more' and 'less'
- increase opportunities for children to observe, find out about and identify features of living things, such as plants and insects, in the natural environment.

### Inspection activities

- The inspector held discussions and conducted a joint observation with the registered person.
- The inspector observed learning activities, both inside and outdoors.
- The inspector sampled documentation relating to children's learning and development, planning and assessment and reviewed the provider's self-evaluation.
- The inspector checked evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day of inspection.

### Inspector

Carole Price

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff plan a wide range of activities that motivate children to learn. For example, children enjoy participating in creative activities, such as threading pasta onto wool to make necklaces and using shapes and letters for printing. Staff promote children's language and communication skills as they discuss with them the different shapes and colours chosen. Children are encouraged to investigate and explore using different materials. For example, children are asked to predict what will happen when different coloured paints are mixed together. This means that children are developing essential skills that ensure they are well prepared for the next stage of their learning, such as starting school. Staff constantly interact with children and sometimes encourage children to count objects. However, staff do not take all opportunities to build on children's mathematical knowledge. For example, they do not always encourage children to count or to use mathematical language during their everyday routines. Overall, children are developing a good understanding of the world. However, staff do not always provide enough opportunities for children to investigate and make discoveries about living things, such as plants and insects.

### **The contribution of the early years provision to the well-being of children is good**

Children happily choose activities for themselves and enjoy periods of uninterrupted play. They learn good social skills, such as sharing and taking turns, and have developed good hygiene practices. Children's independence is fostered very well as, for example, they serve their own snacks and drinks. Staff have high expectations and use praise to acknowledge children's achievements and positive behaviour. Consequently, children behave well. There are good opportunities for daily, physical outdoor play so children receive plenty of fresh air and exercise, which promotes their good health. Children are emotionally well prepared for the challenges they may face in the next stage of their education.

### **The effectiveness of the leadership and management of the early years provision is good**

Children's welfare is safeguarded as staff have a secure knowledge of child protection procedures. The management team clearly communicate with, and give guidance to, staff to help them understand and implement updated safeguarding policies and procedures. This helps to promote the welfare of children. Self-evaluation and plans for improvement are regularly reviewed. The children's progress is regularly checked by the manager and the owner keeps herself up to date with changes. She shares this information with the staff through regular team meetings. Staff appraisals and ongoing training opportunities continue to improve the quality of teaching and learning for children. Recruitment procedures are rigorous to check staff are suitable to work with young children. Close partnerships with parents and other professionals ensure that children are supported during any room moves and the transfer to school. Actions from the previous inspection have been successfully addressed.

## Setting details

<b>Unique reference number</b>	224871
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	1013597
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	96
<b>Name of provider</b>	ACES After School Club - Manor Primary Committee
<b>Date of previous inspection</b>	18 June 2014
<b>Telephone number</b>	07568 324600

ACES After School Club - Manor Primary was registered in 2000. The club employs nine members of staff, of whom seven hold an appropriate early years qualification. The club opens from Monday to Friday, term time only. Sessions are from 8.45am to 11.15am and 11.25am to 3.15pm. After-school care is from 3.15pm to 6pm.

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.

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