

A.C.E.S. After School Initiative Trinity Primary

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



Inspection date	28 April 2016
Previous inspection date	8 May 2014

	This inspection:	Good	2
The quality and standards of the early years provision			
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- The club and host school have a good working relationship. They work together to manage children's behaviour consistently. The school also shares their topics and planning to enable the club to plan activities that extend children's learning.
- The manager and provider work extremely well together to manage the club. They have made significant improvements since the last inspection. They seek the views of parents and children in order to identify ways of further improvement.
- Children are very independent and confident. They carry out tasks given as they follow instructions. They lead their own play as they use the resources that are freely available to them. They are confident in group situations as they speak in large groups.
- All aspects of the club are well monitored by the management team. Children's progress is regularly checked alongside the school to ensure all children make good progress. Staff performance is also reviewed regularly to identify training and areas for development. Staff work hard to build on their already good skills.

It is not yet outstanding because:

- Children's achievements are identified by staff. However, they are not always shared or recognised within the club in order to further promote children's self-esteem and update parents on what children have achieved in the club.
- During adult-led activities staff do not always role model to children how to do things, be creative and try experiences that are new to them.

What the setting needs to do to improve further

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

- continue to recognise and celebrate children's achievements at the club and share these achievements with parents, to help keep them more informed of children's progress and to further increase children's self-esteem
- encourage staff to support children's creativity skills and act as role models during adult-led activities, to demonstrate to children how to do things and encourage them to have a go and try new things.

Inspection activities

- The inspector observed the quality of activities provided to children indoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager and provider. He looked at relevant documentation, such as the club's self-evaluation and evidence of the suitability of staff working at the club.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to a small selection of parents to seek their views.

Inspector

Scott Oliver Thomas

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff complete a range of safeguarding training. Therefore, they are able to protect children from possible abuse or neglect. Children are cared for in a safe environment. Staff complete regular safety checks of the environment in order to identify any potential hazards. They advise children of the safety rules which they follow. The provider follows effective recruitment procedures when appointing new staff. Staff are given a thorough induction to give them the knowledge and skills they need to fulfil their role well. The training that staff complete has a positive impact on their practice. For example, staff have learnt new skills to develop and maintain their excellent relationships with parents and professionals. The manager regularly checks the range of activities and resources provided to children to ensure they receive a wide variety of learning and play experiences.

Quality of teaching, learning and assessment is good

Children's learning from school is continued in the club. For example, children's recent learning about fairy tales in school is extended as staff provide books with fairy-tale stories for children to read. Staff also plan activities incorporating other interests and themes from school, such as spring. Children sit together in groups to make spring flowers using a variety of art materials. This helps to promote children's creativity skills and helps them to learn about seasonal flowers, broadening their understanding of the world. Staff regularly observe children to identify their interests and rates of progress. This information is shared well with school and is available to parents to view. When children first start staff find out from parents about children's interests and development. This enables new children to be engaged in activities they like from when they first start. The club has systems in place to identify any children who are not meeting their expected milestones. This means no child is left behind and children are given the support they need to excel in their development.

Personal development, behaviour and welfare are good

The environment is well laid out, appealing to children and provides space for relaxation when children want to rest. Children make the most of the large outdoor space to play team games. This helps them to develop good physical skills and promotes the importance of regular exercise. The range of resources available to children is good. They are regularly rotated to maintain children's interest. Children are well behaved. They follow the instructions staff give them and respond well to the behaviour strategies used by staff. These are consistent with those used by the host school. For example, to reward children's good behaviour staff award children house points. Parents and children know who their key person is. They have good relationships with their key persons. Children enjoy being at the club. They arrive with eagerness and are disappointed to leave at the end of the day. Parents also talk highly of the club as they describe staff as being great and they also feel that children love coming to the club. Children are provided with healthy snacks such as crackers, cheese spread, fruit and vegetables. Children serve themselves with this, helping them to develop their independence skills and promoting their free choice.

Setting details

Unique reference number	224870
Local authority	Wolverhampton
Inspection number	1040996
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	5 - 11
Total number of places	30
Number of children on roll	57
Name of provider	A.C.E.S. ASC Committee
Date of previous inspection	8 May 2014
Telephone number	07568 324600

A.C.E.S After School Club Initiative Trinity Primary was registered in 2011 and operates from Trinity Church of England Primary School. It is part of a local chain of breakfast and after-school clubs. The club employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above. The club opens from Monday to Friday. Sessions are from 7.30am to 8.50am and from 3.15pm to 6pm, during term time only. The club offers holiday care from 8am to 6pm during some school holidays.

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