

ACES ASC - Springvale Primary School

Kenilworth Crescent, Parkfields, WOLVERHAMPTON WV4 6SD



Inspection date	17 May 2019
Previous inspection date	23 March 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Not Applicable	

Summary of key findings for parents

This provision is inadequate

- Not all staff have a good enough understanding of safeguarding to ensure children's safety at all times.
- The provider does not ensure that the training staff attend helps them to fully understand the safeguarding policy and procedures and have up-to-date knowledge of wider safeguarding issues.
- Occasionally, some activities do not fully support children's independence.

It has the following strengths

- The provider and manager work well together. They reflect on the activities they provide and evaluate these to identify areas where improvements can be made.
- Parents are provided with a daily overview of the activities their children have taken part in. Staff use information gained from parents when children first start to provide activities that they know children are familiar with and will enjoy. This helps children to settle quickly into the club. Parents comments are positive. They say that staff are nice and friendly and often children do not want to go home. Parents particularly like the range of activities children are able to take part in.
- Behaviour is good. Older children are very kind and supportive to their newer and younger peers. They play nicely together and share and take turns, for example, when playing board games. Staff act as positive role models. They praise positive behaviour, which helps to raise children's self-esteem and feeling of self-worth.
- Children enjoy outdoor play and have opportunities to experience fresh air and exercise at the end of the school day. They enjoy a range of experiences outdoors to develop their physical skills and coordination. They expertly use hoops for skipping and rolling. They set up skittles and knock them down by throwing and rolling balls. They use chalk to draw hopscotch squares and jump and hop across them with dexterity.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve staff's knowledge and understanding of safeguarding issues to ensure children's safety at all times	07/06/2019
ensure that staff gain knowledge from training that helps them to fully understand the safeguarding policy and procedures and wider safeguarding issues.	07/06/2019

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

- find even more ways to promote children's independence during activities.

Inspection activities

- The inspector observed the quality of activities indoors and outdoors and assessed the impact this has on children's enjoyment.
- The inspector held a meeting with the provider and manager. She looked at relevant documentation, including children's details and evidence of the suitability of staff working in the club.
- The inspector spoke to children and some parents during the inspection and took account of their views.

Inspector

Rebecca Johnson

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. Although the provider and manager have a clear understanding of the signs and symptoms of abuse and neglect, other staff do not have the same knowledge. Not all staff are aware of what to do should they suspect a child is being abused or how to report any concerns. Furthermore, they do not know how to recognise if a child is being subjected to extreme views. Consequently, children's safety is not assured. Staff attend training to further their knowledge and skills. However, the provider and manager do not consistently check that staff understand the content of the training they have attended and retained the knowledge. That said, staff benefit from quarterly reviews and yearly appraisals. In addition, the manager regularly undertakes 10-minute observations of staff to monitor their practice. For example, she watches as staff welcome children and interact with them, meet and greet parents and carry out risk assessments. Staff work well in partnership with the host school, and the headteacher is complimentary about the service they provide. Staff share information with teachers. In addition, they receive information about topics within the school so that they can plan activities to complement children's learning.

Quality of teaching, learning and assessment is good

The room is set out, before children arrive, with a range of activities that are totally appropriate for this type of provision. Staff plan a range of interesting and enjoyable experiences for children to take part in. They recognise children's interests and take these into account when planning activities. In addition, children can choose where they want to play and what activities they wish to play with. Children develop their imaginations. They play hairdressers and involve staff and visitors as they pretend to cut their hair. They pretend to dry the hair with a vacuum cleaner and say that their haircuts are very expensive. They know that some children's hair is curly and that other children have plaits. This shows that they are beginning to recognise differences between themselves and others. Children have great fun while at the club. The room is full of children's laughter and they demonstrate their enjoyment as they jump and laugh together.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management have an impact on children's welfare. That said, the club provides a friendly and welcoming environment for children. Children form nice relationships with staff. They seek out staff and chat to them, telling them about their school day and what they will be doing when they go home. They actively seek out staff to join in their games, for example during role play, board games or with the hoops and balls outside. Staff are quick to recognise when children feel unsure or left out. For example, when older children are halfway through a game and a younger child wants to join in, staff immediately start another board game with the younger child. Children's health is supported well. They learn about healthy food options at snack time as they enjoy fruit and yoghurt. Staff talk to children about which foods are good for them and encourage them to make healthy food choices.

Setting details

Unique reference number	EY373721
Local authority	Wolverhampton
Inspection number	10067009
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	4 - 11
Total number of places	33
Number of children on roll	33
Name of registered person	A.C.E.S. ASC Committee
Registered person unique reference number	RP908155
Date of previous inspection	23 March 2016
Telephone number	07568 324600

ACES ASC - Springvale Primary School registered in 2008. It is one of a privately owned chain of settings, and is located in Parkfields, Wolverhampton. The club opens daily from 3pm to 5.45pm, during term time. There are three members of staff who work with children, all of whom hold childcare qualifications at level 3.

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